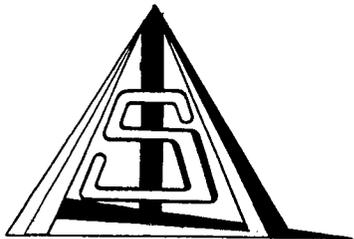




JAMAICA SURVEY OF LIVING CONDITIONS

NOVEMBER 1991

INTERVIEWER'S INSTRUCTION MANUAL



**STATISTICAL INSTITUTE OF JAMAICA
25 DOMINICA DRIVE
KINGSTON 5**

JAMAICA SURVEY OF LIVING CONDITIONS
NOVEMBER, 1991

INTERVIEWER'S INSTRUCTION MANUAL

STATISTICAL INSTITUTE OF JAMAICA

Copyright © THE STATISTICAL INSTITUTE OF JAMAICA 1991

All rights reserved

Published by THE STATISTICAL INSTITUTE OF JAMAICA
25 Dominica Drive,
Kingston 5,
Jamaica.

Typeset and Printed in Jamaica by the Printing Unit,
Statistical Institute of Jamaica
84 Hanover Street, Kingston, Jamaica.

C O N T E N T S

SECTION 1. FIELD OPERATIONS

1.	INTRODUCTION	
	1.	The human resources development Program: Monitoring the system.....1
	2.	Organization of the Survey.....2
2.	THE INTERVIEWER'S TASKS.....	3
	1.	Interviews of households.....3
	2.	Checking the completed questionnaires...3
3.	GENERAL SURVEY PROCEDURES	
	1.	The interview.....4
	2.	Keeping the tempo of the interview.....4
	3.	Objectivity of the interview.....4
	4.	Private nature of the interview.....5

SECTION 2. THE QUESTIONNAIRE

1.	A PREVIEW OF THE QUESTIONNAIRE.....	6
2.	GENERAL INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE	
	1.	How to read the questions.....7
	2.	Upper & Lower case text..... 7
	3.	Encoding the answers..... 9
	4.	Time periods.....10
	5.	Amounts of money.....11
	6.	Skip patterns.....12
	7.	How to replace the symbol....[].... by a name or thing.....12
	8.	Within each part.....13
	9.	Flux of the interview.....13
	10.	How to go from one part to the next..... 13

3.	DATA ENTRY CONSIDERATIONS.....	13
4.	THE PARTS OF THE QUESTIONNAIRE	
	1. 1: The cover.....	15
	2. R: Household Roster.....	16
	3. A: Health.....	18
	4. B: Education.....	20
	5. C: Anthropometric.....	21
	6. D: Daily expenses.....	22
	7. E: Consumption expenditures.....	23
	8. F: Non-consumption expenditures.....	24
	9. G: Food expenses.....	24
	10. H: Consumption of home production and food received as gift.....	25
	11. I: Housing	25
	12. J: Inventory of durable goods.....	35
	13. K: Miscellaneous income.....	36
	14. L: Food stamps.....	36

SECTION I. FIELD OPERATIONS

1. INTRODUCTION

1. The Human Resources Development Program: Monitoring the system

The Human resources Development programme was formulated by the Government in order to significantly improve the quality and coverage of the country's social services. It has increased the flow of funds to the social sectors and provided a social dimension for the major economic adjustment process which the country has been experiencing in recent years. An Overview of the HRDP, prepared by the Planning Institute of Jamaica (PIOJ), is given as an Appendix to this Manual, for the use of the Interviewers. This Overview gives information on the objectives, programmes and achievements of the HRDP.

As part of the HRDP, a monitoring system for evaluating the impact of the programme is being implemented to:

- (1) provide the base-line information necessary to set priorities for socioeconomic policy and
- (2) to feed back information on the effectiveness of such policies, thus allowing for corrective action where needed during the course of the programme.

The monitoring system for the HRDP consists of two parts: (1) institution-based and (2) household-level data. The household-level data will provide basic information on the major aspects of the population's well-being (income, employment, consumption, etc.) in relation to the social aspects (education, health, housing conditions, social security, etc.) Employment information is already being collected by STATIN through the current Labour Force Survey. Information on the other socioeconomic aspects such as health, education, nutrition, consumption and housing are collected through the Survey of Living Conditions (SLC).

The Survey of Living Conditions being conducted in November, 1991 is the fifth in the series- the first was done in August 1988; the second in June 1989; the third in November 1989; and the fourth in November, 1990. In the third round survey conducted in November, 1989, emphasis was placed on providing a wide variety of basic data on the health sector and in the fourth round conducted in November, 1990, the emphasis was on Education. In the fifth round, the emphasis is on Housing.

2. Organization of the Survey

The sample dwellings for the SLC are selected as a random sub-set of the sample for the immediately preceding Labour Force Survey (LFS). Thus, the sample dwellings and households for the November, 1991 round of SLC, that is, the current round, will be a 1/3rd sub-set of the October, 1991 round of LFS. The selection of the SLC samples as a sub-set of the corresponding LFS facilitates the linkage of the data collected in both surveys for an integrated analysis.

In the LFS, the sample design followed was a two-stage stratified random sampling design, with the first stage units being a selection of areas, the areas being the enumeration districts of the population census, designated as the primary sampling units (PSUs) and the second stage being a selection of dwellings within the PSUs. For the selection of the first stage units, that is, the enumeration districts, the EDs were grouped into 217 sampling regions (or strata) of equal size, in terms of dwellings, following certain criteria and from each sampling region, two EDs were selected with probability proportional to size (in terms of dwellings). At the second stage of sampling, in the selected EDs, an update list of dwellings was prepared by house to house visits by the field staff and a sample of 36 dwellings were selected from each ED, on a circular systematic sampling with a random start basis. The selected sample dwellings were formed into 12 panels and half of them were canvassed in each round of LFS, replacing half of the sample in each later round with succeeding panels. Thus, in the LFS, October, 1991, the sample consists of 434 EDs and 18 dwellings in each ED, or a total of 7,812. For the SLC, November 1991, out of the 217 strata, a sample of 72 strata are selected circular systematically with a random start. The 144 sample EDs and the 2,592 sample dwellings in these strata will be covered in the survey. In this context, it will be interesting to note that in the LFS, the same sample gets repeated after a lag of one year. Thus, the sample dwellings proposed for coverage in SLC, November, 1991 will be the same as in SLC, November, 1990.

2. THE INTERVIEWER'S TASKS

The Interviewer's role is "capital" to the survey. The quality of the data and of the whole survey will be determined by the quality of the Interviewer's work. You must, therefore, follow exactly all the instructions contained in this manual. You must also be constantly in touch with your supervisor and inform him/her of any problem you encounter during your work in the field. The supervisor, for his/her part, will

- (i) provide you with all the necessary materials and instructions;
- (ii) collect and check your work; and
- (iii) help you to solve any problem which may arise.

1. Interviews of households

Your main task is to conduct interviews with households at the rate of 16 households per week during the seven-week survey period. Depending on the size of the household, you may be able to conduct two or even three interviews per day. You must be absolutely certain that you finish the interviews of 16 households by the end of each week of the survey.

In conducting the interviews, you must scrupulously follow the instructions contained in the two parts of this manual -- the most important of which is to read the questions exactly as they appear in the questionnaire.

2. Checking the completed questionnaires

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly. You must also make sure that you have recorded the required information for all members of the household indicated in each section. This must be done immediately after the interview before you hand in the questionnaire to your supervisor and -- most importantly -- before leaving the Enumeration District.

Although you may correct minor errors such as those made when writing down an answer, you must never make any other changes in the completed questionnaire without posing the question again to the interviewee. Nor must you take the questionnaire and copy in it the answers you have already collected.

3. GENERAL SURVEY PROCEDURES

1. The interview

You must be careful to follow all the instructions laid down in this Manual. You are especially asked to bear the following in mind:

a) Ask the questions exactly as they appear on the questionnaire.

b) The questionnaire should be filled in during the interview. You must not record the answers on scraps of paper and transfer them to the questionnaire; nor must you think that you can trust your memory for writing down the answers later.

c) The possible answers for many of the questions have been prepared and coded so that you will write down numbers only. No letter or any other character should be written down. The entire questionnaire is pre-coded and, therefore, the numbers you will write down can be:

1. Codes, such as "1" for the answer "YES", or "2" for "NO";

2. Amounts of money, frequencies, etc.

d) Under no circumstance should you write down things like "--", "*", "/", etc. Nor should you write down the answer itself in the questionnaire -- for example, you should not write down the word "YES" instead of the code "1".

2. Keeping the tempo of the interview

You must maintain the tempo of the interview; in particular, avoid long discussions of the questions with the respondents. If you are receiving irrelevant or complicated answers from a respondent, do not break in too sharply, but listen to what the respondent is saying and then lead him/her back to the original question. Remember that it is you who are conducting the interview and that you must control the situation at all times.

3. Objectivity of the interviewer

It is extremely important that you remain absolutely neutral with regard to the subject of the question. Most people are naturally polite, particularly with guests, and they tend to give answers and adopt attitudes they think will please the visitor. You must not show any surprise,

approval or disapproval regarding the answer given by the respondent, and you must not tell him/her what your own answer would be. If he/she asks you for your opinion, wait until the end of the interview to discuss the matter with him/her. You must also avoid any pre-conceived idea about the respondent's ability to answer certain questions, or about the kind of answer he/she is likely to give.

4. Private nature of the interview

All data collected are strictly confidential. The divulging of private data by an interviewer is forbidden by law. This rule is all the more important since it provides for the foundation of all statistical work. All questions should be put to the respondent in complete privacy in order to re-assure the respondent that his/her answers will remain confidential. The presence of other people during the interview may cause him/her embarrassment and influence some of his/her answers.

SECTION 2. THE QUESTIONNAIRE

2.1 A PREVIEW OF THE QUESTIONNAIRE

Notice that the questionnaire for the current round of SLC (that is, November, 1991) is divided into the following 13 different PARTS, plus the cover:

- COVER
- A HEALTH -- TO BE ASKED FOR ALL HOUSEHOLD MEMBERS
- B EDUCATION -- FOR All HOUSEHOLD MEMBERS 3 YEARS AND OLDER
- C ANTHROPOMETRIC -- FOR ALL CHILDREN 0 - 59 MONTHS OLD
- D DAILY EXPENSES
- E CONSUMPTION EXPENDITURES
- F NON-CONSUMPTION EXPENDITURES
- G FOOD EXPENSES
- H CONSUMPTION OF HOME PRODUCTION AND FOOD RECEIVED AS GIFT
- I HOUSING
- J INVENTORY OF DURABLE GOODS
- K MISCELLANEOUS INCOME
- L FOOD STAMPS
- R HOUSEHOLD ROSTER

Before starting, you must make sure that PART R (the Household Roster) of each of your questionnaires has already been filled in at the Head Office with the name, age and sex of all the members of the relevant households, covered in the October round of the LFS. Also, the cover must have the serial number of the household and must have been filled with the identification (i.e. Parish number, constituency, enumeration district, etc.,) of the household.

You may notice that the non-responding dwellings of the LFS conducted in October 1991 should also have to be visited by the Interviewers and if there are households living in them at the time of the SLC survey, the questionnaires should be filled out for them. For all the dwellings which are non-response in LFS, a serial number is assigned assuming one household may be netted in the SLC. If there are more than one household in any of these dwellings, the Interviewer should fill up the questionnaires for each of them and the supervisor will assign the household serial number, after consulting STATIN.

2.2 GENERAL INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE

There are a number of basic principles that the interviewer should observe throughout the questionnaire.

1. How to read the questions

You must always read the questions as they are written in the questionnaire. After reading a question once in a clear and comprehensible manner, you must wait for an answer. If the respondent does not answer after a reasonable length of time, he/she has probably

- (1) not heard the question
- (2) not understood the question, or
- (3) does not know the answer.

In any case, if there is no answer, you must repeat the question. If there is still no reply, you must ask whether the question has been understood. If the answer is "NO", you may re-word the question. If the difficulty lies in finding the right answer, you may help the respondent to consider his/her reply.

2. Upper & Lower case text

Text written in Upper case are instructions for yourself, or lists of codes. You are not to read this text to the respondent. Texts written in Lower case in the questionnaire are to be read aloud to the respondent, exactly as they are written in the questionnaire.

For example:

- a) In PART A, Question 15:

IF
NOTHING SPENT
WRITE ZERO

This instruction is NOT to be read aloud.

- b) In PART I, Question 5:

MAIN MATERIAL OF OUTER WALLS

This is not a question to be asked of the respondent - the answer requires personal observation by the interviewer. Only when he has doubt, he may enquire from the respondent

c) In the same PART I, Question 25:

What is the main source of drinking water for your household?

PUBLIC PIPED INTO DWELLING.....1
 PUBLIC PIPED INTO YARD2
 PRIVATE PIPED INTO DWELLING....3
 PRIVATE CATCHMENT, NOT PIPED...4
 PUBLIC STANDPIPE.....5
 SPRING/RIVER.....6
 RAINWATER7
 OTHER8

This question should be read aloud to the respondent, and the code of the answer written down. Because the possible answers are in capitals letters, they should not be read out aloud.

d) In PART A, Question 7:

Where did the visits take place? In a....

Public Hospital ?
 Private Hospital ?
 Public Health/maternity Centre ?
 Private Health/maternity centre ?
 Private Doctor's office ?
 Private Pharmacy ?
 Patient's home ?
 Other ?

In this case, the interviewer should read aloud both the question and the possible answers, because everything is written in small letters.

3. Encoding the answers

The questionnaire is pre-coded in order to speed up data entry. You should always enter the code for an answer in the questionnaire and not the answer itself.

a) For instance, in PART I, Question 14a, you may have to ask the following question of households who have moved from their previous dwelling:

Why did you move from your previous dwelling ?

HIGH COST OF RENT.....1
 INSUFFICIENT NUMBER OF ROOMS.....2
 POOR SECURITY OF DWELLING.....3
 ACQUIRED OWN HOUSE.....4
 PROBLEM WITH LANDLORD.....5
 RESULT OF NATURAL DISASTER.....6
 OTHER.....7

If the respondent says that he moved out of his previous dwelling because of problems with his landlord and if it is the major reason for moving out, then you should write code "5" in the first box.

b) You may also have to ask sometimes the distance of particular places from the dwelling.

If the answer is: "The place is 10 miles from home",

you should write in the questionnaire the number "10", and not "10 MILES".

c) Frequencies.

When you have to ask a question such as:

What amount of time was covered by this bill?

NUMBER:

OF:

DAYS....2

WEEKS...3

MONTHS..4

(PART I,
Question 27)

And the answer is:

"The bill covered 6 weeks"

And the answer is:

"The bill covered 6 weeks"

then you should write the number "6" in the first box and the code "3" (corresponding to weeks) in the second box.

4. Time periods

In some parts of the questionnaire, you will find some questions with reference to "the past 7 days", "the past 30 days", "the past 4 weeks", "the past 6 months" or "the past 12 months". It is very important to read these time periods as they appear in the questionnaire, and not to replace them with "the past week," "the past month" or "the past year." That means, it must be clear that:

PAST 7 DAYS	is not the same as	PAST WEEK
PAST 30 DAYS	is not the same as	PAST MONTH
PAST 4 WEEKS	is not the same as	PAST MONTH
PAST 12 MONTHS	is not the same as	PAST YEAR

5. Amounts of money

You should always write down the exact amount of money the respondent has said, including the two decimal places.

Let us consider different answers to the question:

How much did you spend on furniture during the past 12 months?,

(PART E: ITEM CODE 210:

COLUMN: 4)

ANSWER 1: "I have spent forty Jamaican dollars and seventy five cents"

Then, YOU SHOULD WRITE
in the appropriate box ----->

DO NOT write an
approximation ----->

and DO NOT write the
dollar symbol ----->

ANSWER 2: "I've spent twenty thousand eight hundred and forty nine Jamaican dollars and fifty cents"

You have to write ----->

ANSWER 3: "I've spent eighty Jamaican dollars"

You have to write ----->

6. Skip patterns

Normally, you should ask the questions in the same order in which they appear in the questionnaire - i.e. Question 5 should follow Question 4, Question 6 should follow Question 5, and so on.

In some cases, however, after a reply, you will find an arrow (>>) followed by a number. The number indicates which question should be asked immediately after.

Examples:

a) In PART A, Question 20:

Are you covered by health insurance?

YES....1

NO.....2

There is no arrow. Therefore, whatever the answer is, go straight on to Question 21 (the next question).

b) In PART A, Question 16:

Did you buy medicines during the past 4 weeks for this illness or injury?

YES....1

NO.....2
(>> 20)

- If the respondent answers "YES", write "1" in the appropriate box and move on to Question 17 (the next question).

- If the respondent answers "NO", write "2" in the appropriate place and skip to Question 20 (as indicated by the arrow). You, therefore, should omit asking Questions 17, 18 and 19.

7. How to replace the symbol ...[]... by a name or thing

Occasionally you will find the following symbol within a lower case text:

...[]...

When reading a text to the respondent you should replace this symbol by a particular name or item. For example, in PART B, Question 7 you will find the following question:

Does ...[NAME]... live at home when attending school?

If you are asking, for instance, about a boy named "Johnny," you should read this question in the following manner:

"Does Johnny live at home when attending school?"

8. Within each part

In PARTS A, B, C, and in the Roster, you should go individual by individual. That means, within each part, you should start with individual number 1 and ask him/her all the questions (if applicable) from the first to the last, and only then should you proceed to individual number 2, and so on.

9. Flux of the interview

Look at the flap in the back page; this is part R, the HOUSEHOLD ROSTER. You should open this flap at the beginning of the interview, and keep it open throughout the interview. This part will be already filled out with the name, age and sex of each household member, if the household was contacted in the October LFS. You should ask whether he/she is still a household member, and if necessary, add the new members. You should also ask the other questions, where applicable.

10. How to go from one part to the next

You must start with the Cover, and then move on to the ROSTER. For the other parts, and except for PART C (which will be completed last), you should go in alphabetical order from PART A to PART L.

2.3 DATA ENTRY CONSIDERATIONS

Data will be entered directly from the questionnaire, which means that everything you write down on the

questionnaire will be entered in the computer. You must, therefore, write only information that is to be entered. In particular, you must not use the sheets for writing down notes or computations.

The following are some rules you should observe when filling in the questionnaires:

1. Write legibly in pencil, without crossing out or over-writing. If you make a mistake, erase it completely and write down the correct reply.
2. Write in capital letters and use Arabic numerals. For example, you should write "1", NOT "I"; "4", NOT "IV"; and so on
3. Never go beyond the space allotted for a question even when the next space is not used.
4. In writing amounts and other figures, you should always mark the two decimal places first; then starting from the right, separate each group of three figures by a comma. For instance, one hundred thousand must be written down as "100,000.00"; not as "100000" or as "100 000".
5. For questions to which the reply is an amount, write down only the number in the appropriate box. Do NOT write the unit of measurement.

For example:

Question: How much did you spend on car insurance during the past 12 months?

(PART F, ITEM CODE 251, COL. 4)

Answer: "one thousand Jamaican dollars"

Write: "1,000.00"

Do NOT write: "1,000.00 J\$" OR "J\$ 1,000.00"

If a reply to a question specifically calls for a unit of measurement, the code for the unit will be shown in the appropriate box. You need not write it.

2.4 THE PARTS OF THE QUESTIONNAIRE

1.- 1: THE COVER

This section corresponds to the first page you see in the questionnaire. It collects information on:

- Household identification
- the interviewer
- the supervisor
- the anthropometrist

a) Household identification

When starting an interview, make sure that the questionnaire has already been filled out with the following information on the cover:

- Parish
- Constituency
- Enumeration District No.
- Dwelling No.
- Household No.
- Area
- Serial No.

b) The interviewer, the supervisor and the anthropometrist

The interviewer should enter, in the appropriate places, the following information:

- His/her name
- His/her code
- Address of dwelling
- Date of the interview
- Time of interview (the beginning and the end of it).

Notice that the space for the date has three small boxes.

The first one is for the day (two digits), the second one is for the month (two digits) and the third one is for the year (two digits). You should always write two digits in each box.

For example:
if the interview was done on December 5, 1991

THEN YOU SHOULD WRITE:

--DATE OF THE INTERVIEW--		
05	12	91
DAY---	MONTH---	YEAR---

And YOU SHOULD NOT WRITE:

--DATE OF THE INTERVIEW--		
5	12	1991
DAY---	MONTH---	YEAR---

The supervisor has only to write:

- His/her name
- His/her code

The anthropometrist should also write down his/her name and code, and the date of the anthropometric measurements. This date should be written down in the same manner as the date of the interview described above.

2. PART R: HOUSEHOLD ROSTER

In this section, you will find a list of all the persons who were household members in the last Labor Force Survey. The names, ages and sexes of these persons will be filled in at the Head Office before the fieldwork begins. So, on starting the interview, you do not have to ask those questions of these people.

Now, you have to enquire whether there is any new household member, or whether there is anyone who is no longer a household member.

For every NEW member, you should ask for - and then record - the NAME, AGE and SEX in the appropriate boxes, and write the code "3" (NEW MEMBER) in the box for "HOUSEHOLD MEMBER?". For the other people, this question will have as an answer the code "1" if he/she is still a member, or the code "2" if he/she is no longer a member.

Once you are finished with ALL NEW MEMBERS and you have asked ALL the persons on the list whether or not they still are household members, you should go to the following question

and ask about RELIGION only of the following persons:

1. HOUSEHOLD MEMBERS (i.e. those who have code "1" or "3" in the question "HOUSEHOLD MEMBER?"), and who are

2. AGE 14 YEARS OR OLDER.

QUESTIONS 1 to 6 should be asked of persons who are:

1. - HOUSEHOLD MEMBERS, and

2. - 19 YEARS OR YOUNGER.

QUESTIONS 7 to 9 should be asked of persons who are:

1. - HOUSEHOLD MEMBERS, and

2. - 15 YEARS OR OLDER.

All the questions are easy to ask, you just have to be very careful in following the Skip Pattern.

For example, let's see what happens for the first 4 questions. If the answer to QUESTION 1 ("Does the natural mother of this child live in this household?") is

"YES" (code "1"), then you write down "1" in the appropriate box and go on to QUESTION 2 and write down the mother's ID CODE. After that, you jump to QUESTION 4. However, if the answer to QUESTION 1 is "NO" (code "2"), you should proceed to QUESTION 3 and leave QUESTION 2 BLANK.

CHANGES IN THE HOUSEHOLD COMPOSITION

If at the time of your interview, the ENTIRE household composition has changed since the last Labor Force Survey or if it is a new household, then you will need a BLANK questionnaire to ENUMERATE THIS NEW HOUSEHOLD. Also, you will have to fill out the Roster, with NAME, AGE and SEX; put the code "3" (NEW MEMBER) as answer to the question: "HOUSEHOLD MEMBER?" for EACH member of the household, and, of course, you will have to ask about the religion as well as QUESTIONS 1 to 9 where applicable.

3 PART A: HEALTH

The information gathered in this Part will be used to measure the costs and the use made of the different kinds of health services and facilities.

EACH MEMBER of the household should be questioned - the parents can answer for the young children.

Most of the questions are self-explanatory; however, the following questions need some clarification.

QUESTION 1

This question should be asked of all persons. You have to enquire whether the person has suffered any illness or injury during the past 4 weeks, including the chronic diseases mentioned in question 21. If the person says he/she has had one or more than one illness, you have to write down the code "1" as the answer to this question. If the answer is "NO" (code "2"), you have to jump to QUESTION 20 and LEAVE QUESTIONS 5 TO 19 BLANK.

QUESTION 4

You have to ask the person to tell you for how many days during the past 4 weeks he/she was unable to carry out his/her usual activities. For this question, it is useful to know that USUAL ACTIVITIES means the work or duties which are performed regularly.

You will not have any problems with this question because the interviewee himself knows what his/her usual activities are -- it could be housekeeping, work outside home, minding the children, going to school, etc.

When the answer is with regard to a small child, the USUAL ACTIVITIES refer to the child not being its usual self; that is, it has not been playing, eating, etc., as it

usually does. The child may or may not have been confined to bed.

QUESTION 5

To visit a health practitioner means being examined by a doctor, nurse practitioner, nurse, pharmacist, midwife or any other health practitioner in order to discover what illness the person is suffering from and to receive treatment. The VISIT is for the act of being examined.

QUESTIONS 6 AND 7

In question 6, the total number of visits made by the person answering 'yes' in question 5, should be recorded; while in question 7, the number of visits that took place in different locations should be recorded. There is a category 'other' in the locations; persons who have responded with an answer other than those listed will have to be put in this category. However, the exact location may be specified for appropriate classification.

QUESTIONS 8 AND 9

This question covers only the cost of the visits, that is the cost on consultation; the cost of the medicines and any payment for hospitalization must not be included, as separate columns are provided for recording those expenditures. Keep in mind that the money amount must be registered in VERY CLEAR numbers, and always with two decimals, even if these are zeroes. Question 8 is for recording the expenditure on visits made at public health facilities while Question 9 is for recording the expenditure on visits at private health facilities.

QUESTIONS 12 and 15

The question 12 is for recording the hospitalisation costs in public health establishments and question 15 the costs in private health establishments; here the costs of consultation or medicines should not be included. However, occasionally the hospital bill includes the cost of consultation, and the respondents are unable to distinguish between the different costs. In that case, the interviewer may write down the TOTAL AMOUNT in answering ONLY ONE OF THE QUESTIONS provided for recording the cost of consultation or hospitalisation costs. He/she MUST NOT write down the same amount for both the questions, since this would have the effect of doubling the expenses actually incurred.

QUESTIONS 18 and 19

These two questions cover only the cost of medicine; the amounts paid for consultations and for hospitalization must not be included.

QUESTIONS 21 TO 23

These three questions are designed to find out the extent of prevalence of chronic diseases and whether it is hereditary.

The first question lists six diseases in which the Ministry of Health is interested; for other diseases, they have already some estimates. The Interviewers should confine themselves in enquiring for all the household members whether they have been suffering from any one of these listed diseases and recording that information against the member in the questionnaire.

If a person is suffering from more than one of these listed diseases, all of them should be recorded; that is why separate columns are provided for each disease. If in question 21, the answer is no, then you need not ask questions 22 and 23 and proceed to question 24.

The question 22 is for recording who told that the person has been suffering from that disease and question 23 for recording whether any other close relative has that disease. In questions 22 and 23 also, separate columns are provided for each disease, because for each disease, the answers may be different.

For Question 22, if more than one of the listed persons (i.e. Doctor-1; Nurse-2; Lab Technician-3; Friend-4; and Other-5) have told the individual that he was suffering from that disease, then record the code of the highest person consulted.

4. PART B: EDUCATION

This Part concerns only persons who qualify as being:

- MEMBERS OF THE HOUSEHOLD,
- AGE 3 YEARS OR OVER

The aim of this section is to measure the level of schooling of all household members 3 years old or over.

The questions and the options given are self-explanatory.

QUESTIONS 3 and 12

In these two questions, the equivalent grades for Forms in secondary education were given for ready reference. The Interviewers should NOT record Forms for secondary levels but ONLY the equivalent grades.

5. C: ANTHROPOMETRIC

This Part will be completed for all children who are less than five years old (that is, those completing 0-59 months).

6. GENERAL INSTRUCTIONS FOR FILLING OUT PARTS D,
E, F, G AND H

- FIRST ASK QUESTION 1 FOR ALL THE ITEMS; that is, go through the list of items from top to bottom, and not from left to right. Each and every item must have an answer to this question; that is, either a cross facing corresponding "YES" or a cross facing corresponding "NO".

Let us see, as an example, what PART F: NON-CONSUMPTION EXPENDITURES should look like in a first step, after asking QUESTION 1 to all the items in the list:

- Once ALL the different items in the section have answers in QUESTION 1, you have to ask the following ONLY regarding those items that got "YES" for an answer in QUESTION 1. In those cases, you must ask all questions from QUESTION 2 to the last one for one item before going on to the next item. That means,

finished you must move from left to right until you are with all the questions for one item.

1, - The items that got "NO" for an answer in QUESTION 1, MUST HAVE ALL THE OTHER QUESTIONS LEFT BLANK from QUESTION 2 to the last one).

AMOUNTS OF - Notice that in all these parts we ask about MONEY spent for different items, in different time periods. These amounts of money, like the rest of the information in the questionnaire, will be analyzed by experts in data analysis. The results will then be presented to the policy makers. It is therefore essential that you make sure the interviewee understands, at all times, what the question is, what the time period is, and finally, that you write down the answer in a VERY CLEAR WAY, with the two decimals, in order to avoid the entry of wrong data into the computer.

- Remember that as mentioned earlier, "THE PAST 7 DAYS" is not the same as "THE PAST WEEK"; "THE PAST 30 DAYS" is not the same as "THE PAST MONTH"; and "THE PAST 12 MONTHS" is not the same as "THE PAST YEAR".

You should help the interviewee to understand the time period. For instance, if the day of the interview is Wednesday,

you can say: "During the past 7 days, that means since Wednesday last week until yesterday (Tuesday), did you buy....?"

- Note that examples given at each item DO NOT MAKE OUT A COMPLETE LIST. For instance, in item 213, PART E, Dinnerware also includes cups and saucers.

7. D: DAILY EXPENSES

Now you know how to proceed with this type of sections:

ask QUESTION 1 for all items in the list, and then ask QUESTION 2 only for those items that got "YES" for an answer in the first question.

When asking the questions, remember that "THE PAST 7 DAYS" is not the same as "THE PAST WEEK".

8. E: CONSUMPTION EXPENDITURES

This part has two pages: F1 and F2. Ask QUESTION 1 for all the items listed on both pages before going on to the other questions. Put a cross in the box that corresponds to the answer given.

- For the items with codes between 201 - 208 that got a YES for an answer to QUESTION 1, ask QUESTIONS 2, 3, 5 and 6. You can see that QUESTION 4 is blacked out, so you do not have to ask this question for these items.

- For the items with codes 201 - 208, omit asking QUESTION 4 whether the answer is "YES" or "NO".

- For the items with codes 212 - 219, 221 - 229 which got an affirmative answer to QUESTION 1, ask QUESTIONS 2, 3, 4, 5 and 6. You DO NOT have to ask QUESTIONS 5 and 6 for items with codes 209, 210, 211 and 220. You can notice that in the questionnaire those spaces are blacked out.

- For items with codes between 230 - 241 which got an affirmative answer to QUESTION 1, ask also QUESTIONS 2, 3 and 4.

Remember that "THE PAST 4 WEEKS" is not the same as "THE PAST MONTH", and "THE PAST 12 MONTHS" is not the same as "THE PAST YEAR".

for
 spent
 Take notice that if for any item you get an answer
 both QUESTIONS 3 and 4, then the amount of money
 during the past 4 weeks (QUESTION 3) MUST BE LESS OR
 EQUAL to the amount of money spent during the past
 12 months (QUESTION 4).

9. F: NON-CONSUMPTION EXPENDITURES

This is a very short section; you have to ask QUESTION
 1 for all the items listed -- with codes from 250 to
 259 --

before going on with QUESTIONS 2, 3 and 4.

both
 the
 amount spent
 Remember that if for any item you get an answer for
 QUESTIONS 3 and 4, the amount of money spent during
 past 30 days, MUST BE LESS THAN OR EQUAL TO the
 amount spent during the past 12 months.

were
 dealt with in PART I.
 Item 253 DOES NOT RELATE TO PROPERTY TAXES, which

10. G: FOOD EXPENSES

This part has two pages. You have to proceed in the
 same way you did with sections E and F. First ask
 QUESTION 1 for

all items listed in both pages (with codes between
 401 and 446) before going on with QUESTIONS 2, 3 and 4.

items
 amount of
 Take note that if in this section there are some
 with answers to both QUESTIONS 3 and 4, then the
 money spent during the last 7 days (QUESTION 3) MUST
 BE LESS THAN OR EQUAL TO the amount of money spent during
 the past 4 weeks (QUESTION 4).

11. H: CONSUMPTION OF HOME PRODUCTION AND FOOD RECEIVED AS GIFT

As in the other sections, ask QUESTION 1 for all the items listed (with codes between 501 and 541) and then ask QUESTIONS 2, 3 and 4 to all the items that got "YES" for an answer in QUESTION 1.

If the interviewee, in answering QUESTIONS 2, 3 or 4, states that it would not cost any money, WRITE ZERO in the corresponding box and go on with the next question or item.

Cost of home-produced products refer to the COST OF WHAT HAS BEEN EATEN, AND NOT WHAT IS STORED OR GIVEN AS GIFT.

12. I: HOUSING

This round of the SLC is called the expanded Housing Module, just as the November, 1989, round was called the expanded Health Module and the November, 1990 round was called the expanded Education module. This terminology was adopted to indicate which sector got prominence in that round, though the core data on other sectors such as education, consumption etc, were also collected in those rounds.

The current housing situation is a result of two major factors- the high costs of financing housing and related urban services; and the inaccessibility to land for construction. The purpose of the expanded Housing module is to provide timely information on the present housing conditions which will be helpful in-

1. Describing the situation with respect to the quality of the housing stock, including type of structures, size of living area, and location with respect to hazardous environmental conditions;

2. Describing the household's housing conditions, covering the types of structures where they live, living

area, and availability of social amenities such as light, water, transportation, health and educational facilities and household's satisfaction with the dwellings in which they live; and

3. Providing a socioeconomic profile of owners and renters with regard to income, consumption patterns, sources of financing housing, and proposed acquisition of dwelling units.

CONCEPTS

The questions in the expanded Housing module were framed to collect information on the housing units in which the dwellings/households are located, information on the dwellings and some from households. The concepts of Housing unit, Dwelling and Household for the SLC will be the same as those adopted in the Population Census, 1991, with which most of the Supervisors/Interviewers are already familiar. However, they are given below for ready reference.

HOUSING UNIT

A Housing unit is a building or buildings used for living purposes at the time of the Survey.

DWELLING UNIT

A Dwelling Unit is any building or separate and independent part of a building in which a person or group of persons are living at the time of the survey. The essential features of a dwelling unit are "separateness and independence". An enclosure is separate if surrounded by walls or other forms of partitioning, covered by a roof so that a person or group of persons, can isolate themselves from other persons for purposes of sleeping, preparing and sharing meals. It is independent when it has direct access from the street or common landing, staircase, passage or gallery; when occupants can come in go out of it without passing through anybody else's accommodation.

The key factors in defining a dwelling unit are separateness and independence. Occupiers of a dwelling unit must have free access to the street by their own and independent entrance(s) without having to pass through the living quarters of another household.

HOUSEHOLD

A Household consists of one person who lives alone or a group of persons who, as a unit, jointly occupies the whole or a part of a dwelling unit, who have common arrangements for housekeeping, and who generally share at least one meal. The Household may comprise of related

persons only, of unrelated persons, or of a combination of both.

PRIVATE HOUSEHOLD

A Private Household will often be comprised of a father, mother and children living together.

Many other arrangements, will, however, be encountered and further guidance can be obtained from the following:

(i) All lodgers, domestic helpers, farm hands and other employees who live in the dwelling and consider it as their usual place of residence should be included as members of the household.

(ii) If an individual sleeps in the same structure as the main household and shares at least one meal per day with the household, include him as a household member.

(iii) A domestic employee who sleeps in the house or in an outhouse on the premises is to be listed as a member of the household if he or she sleeps there on an average four nights per week and shares at least one meal daily. If the helper's partner or children live on the premises, all members of this family are to be included with the main household if they share meals with the main household. If there are separate arrangements for cooking they should be considered as a separate household.

(iv) In the case of a tenement yard where there is a series of rooms rented to different persons by the landlord, each person or group of persons who live and share meals together is regarded as a separate household. A household in this special context may share external bathroom, toilet or even kitchen facilities with other similar households.

NON-PRIVATE HOUSEHOLD

Non-private households are comprised of persons who live collectively in institutions or other such organisations. Some examples are dormitories of educational institutions, prisons, hospitals, penal institutions, etc.

Many of the questions in the Expanded Housing Module are self-explanatory. Also, for many of them the options and the codes are provided in the questionnaire itself for ready reference. However, some which require clarification are mentioned below.

ELECTRICITY/WATER BILLS

In order to avoid interruptions, before starting with this part of the interview, ask respondents who have

electricity and running water in their dwellings to get their most recent electricity and water bills.

QUESTION 1- TYPE OF HOUSING UNIT

This question can be completed from observation. If, of course, there are any doubts, ask the respondent to clarify.

The definitions of the various types of housing units will be the same as in the Population Census, 1991. These are-

SEPARATE HOUSE-DETACHED

This is the most common type of unit. This is the type usually constructed for occupation by a single household and which has open space on all four sides. Include here duplex houses which are separated by garages.

SEMI-DETACHED

This is a unit joined to only one other unit separated by a wall extending from ground to roof, with the other three or more sides open. There may be one or more floors in this type of housing unit. Duplex houses separated by a wall and not a garage should be included here.

APARTMENT BUILDING

This is a building containing a large number of private flats or apartments. Each such flat or apartment is then a dwelling unit within the larger housing unit.

TOWNHOUSE

This is a type of semi-detached building, but whereas the semi-detached is joined to only one other unit, the Townhouse is one of a set of houses joined together in a row.

IMPROVISED HOUSING UNIT

This is an independent makeshift shelter or structure built usually of waste materials and generally considered unfit for habitation which is being used as living quarters at the time of the survey, usually by one household.

PART OF COMMERCIAL BUILDING

The term 'commercial' is used here to include all non-residential buildings. This includes therefore all cases where a household occupies part of a building which is used mainly as a business place or other non-living unit.

OTHER

Include here any type of housing unit which does not fit any of the categories mentioned: such as boats, tents, trailers, etc.

QUESTION 2: YEAR WHEN HOUSING UNIT WAS BUILT

Where the building was fully completed, what is required is the year in which the housing unit was completed. There might be cases, however, where the building may not be fully completed in that certain aspects of the construction such as wall plastering, fixing doors and windows or painting the building may still remain to be done. In such cases what should be recorded is the year in which the building was first occupied.

Where extensive additions and alterations were made record the year when these additions were completed. In case of minor additions, however, it is the year when the original construction was completed that is required.

QUESTION 4

This question is designed to collect information on the closeness of dwelling units to health hazard places. If the respondent is not able to answer the question, the Interviewer, by observation of the location, can supply or assist the respondent in getting the information.

QUESTION 5: MATERIAL OF OUTER WALLS

This question refers to the material of which the outer walls of the housing unit are made. Although this may be completed from your own observation, you may in some instances, need to enquire from the householder whether or not the walls are reinforced. Some of the categories are self-explanatory; the others are described below.

CONCRETE INCLUDING BLOCKS

Include here walls of concrete blocks with steel reinforcement but not nogging. Include units made of 'prefabricated' material in this category.

NOG

Include here units in which the walls are of concrete but without steel reinforcement, e.g. walls reinforced by wooden frames with concrete filling.

WATTLE AND DAUB

This applies where the walls are some kind of wattle structure i.e., pure wattle walls, wattle and thatch walls and wattle daubed with earth plaster (wattle is comprised of sticks interwoven into a network).

QUESTION 6: MATERIAL OF ROOF

The roof of a housing unit may be made of more than one type of material. In such cases, identify the material used for a major part of the area. The categories are self-explanatory.

QUESTION 7: MATERIAL OF FLOOR

Here again the main material means that which covers a large part of the area. Dirt means either earth in its natural condition or pressed.

QUESTION 9: ROOMS AND FLOOR SPACE

This question is designed to seek information on the extent of floor space and number of rooms available to the households. Make sure not to double count multi-purpose rooms such as living cum dining, and living cum bed rooms both under bed rooms and living rooms. The categories bedroom, living room and dining room should consist of those which are exclusively used for that purpose. Do not count kitchen, bath, toilet and verandahs as rooms.

This is a delicate question and the interviewer should exercise extreme caution to ensure that he/she does not offend the respondent. Under no circumstances should he insist on seeing the rooms or measuring them when the respondent is not willing.

The Interviewer could ask this question after completing all other questions, in order not to annoy the respondent with his question on floor space.

There can be three types of respondents in regard to furnishing the information on number of rooms and floor space. The first category furnishes the information itself; the respondent's information should be accepted and no further attempts by the interviewer to see the rooms or measure the rooms should be made.

The second category consists of householders who may not be able to estimate the floor space but have no objection for measuring. In these cases, the interviewer could explain as to how the tape can be used to measure and ask the respondent to measure; he should not measure himself unless the respondent requests him/her.

The third category of respondents are those who refuse to furnish this information, leave alone measuring. In such cases, if the interviewer can estimate by general observation, he may record that with a remark as a footnote; otherwise record 'not stated'.

QUESTION 12: WHERE WERE YOU LIVING BEFORE COMING HERE?

The object in asking this question is to provide basic data for analysing the shifts of households between different areas and particularly within the major urban centres; and also migration trends between urban centers and between urban and rural areas. It is therefore necessary to be specific in giving the location. In the case of urban centers, apart from the name of the area (e.g. vineyard town, Midland drive), the zones (namely, Kingston 3, Kingston 10) etc should also be given.

QUESTIONS 14a, 14b, 15a AND 15b

In these four questions, the households reasons from moving from the previous dwelling/area and moving into the present dwelling/area are being asked to analyse the householders' reactions for favouring certain dwellings/areas. In these four questions, several options were listed. These should not be read to the respondent. The first two of the reasons given by the household should be given in codes in the two boxes provided under each of these questions.

QUESTION 17: TYPE OF TENURE

The definitions for recording information on this item will be the same as in the Population Census, 1991. These are given below.

OWNED

This applies if the dwelling is owned by a member of the household. If the dwelling is occupied by the family or close relatives, but the owner does not reside in the dwelling and does not form a member of the household as defined earlier, then the tenure status should be recorded as 'Rent Free'.

LEASED

This relates to those cases where the dwelling is rented in accordance to a signed agreement for a stipulated period between the owner and occupier.

PRIVATE RENTED

This relates to cases where the occupier pays a rent to the owner for the dwelling, but no signed agreement is involved.

GOVERNMENT RENTED

Include here all dwellings owned by government and rented to householders.

RENT FREE

This relates to cases where occupiers are required to pay any rental. It implies also that occupiers are occupying the dwelling with the consent of the owner.

SQUATTED

This relates to those cases where the occupiers are not paying rent and also not legally owners of the dwelling but are occupying the dwelling without the consent of the owner.

QUESTION 18: TENURE STATUS OF LAND

The land in this question refers to the plot or lot on which the dwelling stands and not any other land.

QUESTIONS 21 AND 22: TOILET FACILITY

The household may have more than one Toilet. In that case the information should be recorded for the best (according to the household) of them.

QUESTIONS 23 AND 24: BATHING FACILITIES

The options provided are Bath and WC; Separate Bath; Improvised Structure; Other; and None. An improvised structure could also be either separate or with WC, and therefore, may get wrongly classified in these two categories. The interviewer should, therefore, first ascertain whether the Bathing facility is in an improvised structure or otherwise. If it is an improvised structure, it should be classified as such.

The household may have more than one Baths. In that case the information should be sought for the best of them.

QUESTION 25: DRINKING WATER SUPPLY

If more than one source is used by the household, you must determine from the respondent the main source and record this one only. In general, give precedence to the source for cooking and drinking over the source for bathing, washing and other uses.

PUBLIC- Refers to a water supply established and maintained by the government or a government related agency.

PRIVATE PIPED INTO DWELLING

This applies when the main source of domestic water is not a public one and it is piped into the dwelling. Examples of private sources are a private well or tank.

PRIVATE CATCHMENT, NOT PIPED

This applies if the water supply is from a non-public catchment and is not piped into dwelling.

PUBLIC STANDPIPE

This applies to a public standpipe, usually located along roads or other public thoroughfares.

PUBLIC CATCHMENT

This is applicable if the main sources of water for domestic use is supplied from a public tank or other catchment and is not piped into premises. In those cases, the water is obtained by going to the source.

QUESTIONS 29 TO 32: SOURCE OF LIGHTING

In the case of electricity, the household may be getting it either from its own generator or getting it from the public service. If it is from public service, the household should be classified as having electricity irrespective of whether the meter is separate or serving a group of households or whether the supply was disconnected at the time of survey for non-payment of bills. Illegal connections, however, should not be considered.

QUESTION 39: GARBAGE DISPOSAL

The option 'collected by Parish Council' includes the arrangements where the garbage is collected by contractors appointed by the Parish council.

The option 'taken personally to collection site' should not include cases where a household takes the garbage and places it in front of the house or to a collection drum or such other arrangement made by the households themselves to facilitate its collection by the garbage truck. This option is specifically meant for recording situations where the households have to take the garbage to a public dump.

QUESTION 41: TRANSPORTATION

This question is meant for recording the usual method of transportation, the time taken and the distance to certain household amenities. The information should be recorded only if the household makes use of that amenity, otherwise record 'not applicable'. For example if a household does not have a child going to a primary or preparatory school, only 'not applicable' should be recorded.

QUESTIONS 43 TO 47: HOUSEHOLD PREFERENCES

These questions are meant for getting the households' satisfaction or otherwise with the dwellings and the area in which they are living and the reasons. Two boxes are provided under each question for recording the first two reasons given by the household. The options should not be read to the respondent.

QUESTIONS 50, 53 TO 55: COST OF ACQUISITION

These questions seek the cost of acquisition of the dwelling and how that was met. It is possible that after acquiring the dwelling, the household may have spent some money in making alterations, additions, etc., or in carrying out repairs. What is required for these questions is the original cost of acquisition, that is, the money spent (either cash or loans or mortgage) at the time of the acquisition. The subsequent costs in alterations, additions etc, should not be included.

The interviewers may remember that the cost of acquisition met by cash given in question 54 should equal that given in the first column in question 53; similarly, the cost met by mortgage given in question 55 should equal that given in the second column in question 53.

QUESTIONS 67 TO 76: HOUSING PLANS

These questions are designed to collect information on the households which have active plans to acquire a dwelling and which have gone some way in acquiring one.

The question 67 should be put to all the sample households, irrespective of whether they are owners, renters or rent free or squatters etc. If the sample household answers that it has active plans for acquiring a house and has initiated action in that regard, record code 1 in the box in question 67 and proceed with questions 68 to 76; otherwise record code 2 in question 67 and end the housing section.

The cost of the proposed acquisition and how much of it is proposed to be met by cash and how much from mortgage has to be asked and recorded in questions 74, 75 and 76 respectively.

13. J: INVENTORY OF DURABLE GOODS

In this part, you have to proceed in the following manner:

1.- First, you have to ask whether the household does or does not own all the different items that appear on the list, and then put a cross in the box corresponding to the given answer. When you have asked that question for ALL THE ITEMS IN THE LIST (with codes between 601 and 615), you can go on to QUESTION 1.

2.- You have to ask QUESTION 1 for ALL THE ITEMS IN THE LIST that got "YES" as an answer, before going on with QUESTIONS 2, 3 and 4.

Take notice that it could very well be that the household owns more than one of some items. For instance, the household can have two bicycles. In that case, you will put a cross in front of "YES" for the item code "615". But also, you will want to distinguish between the two different bicycles, by inquiring, in QUESTIONS 2, 3 and 4, about EACH ONE of the two bicycles.

That is exactly the purpose of QUESTION 1. There you have to write down the name of the item, a description of it (for instance the color of the item, etc.), and the code number (between 601 and 615). With this information, now you can differentiate all the items owned by the household.

Of course, if there is only one of some item, you can leave the space for the description blank, because there is no confusion possible. It will be enough with the name and the code number.

When you have finished making the list in QUESTION 1, with ALL GOODS OWNED by the household, you can go on with QUESTION 2.

3.- Now, you have to ask QUESTIONS 2, 3 and 4 to every good listed in QUESTION 1. Only when you have asked ALL QUESTIONS, 2, 3 and 4, about one good, can you go on with the next good listed in QUESTION 1.

In QUESTION 2, you have to write down only the last two digits of the year when the household acquired the good.

Note that this section refers to OWNERSHIP OF THESE GOODS BY A MEMBER OF THE HOUSEHOLD, regardless of whether they are in working condition or not.

14. K: MISCELLANEOUS INCOME

In this part, after asking QUESTION 1 for ALL the items listed (with codes between 701 and 707), you have to ask (only to items that got "YES" for an answer), the QUESTION 2.

15. L: FOOD STAMPS

The purpose of this part is to find out whether the household received food stamps in October or November and, depending on the answer, find out how they did (how much and for which household member), or why they did not.

Notice that the questionnaire is re-designed, compared to the preceding rounds. The household questions, that is, the questions which relate to the household as a whole were separated and given as questions 1 to 3. The questions which relate to individuals are separated into two groups- those that relate to individuals receiving food stamps; and those that relate to individuals who applied but not yet receiving the food stamps. This would facilitate not only recording the information but also in processing.

QUESTION 1

In QUESTION 1, you have to ask whether any members of the household receive food stamps. If the answer is "YES", then record code "1" and jump to QUESTION 4. If the answer is "NO", move to QUESTION 2.

QUESTION 2

The households in which no member has been receiving food stamps should be asked this question. If some one in the household applied for food stamps and not yet receiving them, then record code "1" and jump to question 10. If the answer is "NO", then move to question 3.

QUESTION 3

This question should be put to those households, in which no member is receiving food stamps nor applied for them. The reason for not applying for food stamps should be ascertained and recorded against this question in codes.

QUESTIONS 4 TO 9

These questions relate to members in the household who are receiving food stamps. The questions are self-explanatory. All members receiving food stamps should be listed in the order in which they occur in the Roster.

QUESTIONS 10 TO 13

These questions should be answered by those in the household who applied for food stamps but are not yet receiving them. These questions are to be answered for all members in households who answered "yes" to question 2 and who have applied for food stamps and are not yet receiving them.

Besides, if some members of a household are receiving food stamps (for whom the information will be recorded in columns 4 to 9) and some others have applied and are not yet receiving the stamps, the information about them also should be recorded in columns 10 to 13.

FOOD STAMPS ID CARD

Remember that some of the households may not be able to produce their ID cards, because it is observed that in quite a few cases, the card holders give the cards to an agent who collects the stamps on their behalf. In such cases, the cards are kept with the agent.

In any case, the cards are required only for verifying the category in Question 5. In case, the household is not able to produce the card, the category as given by the household may be recorded in column 5.

APPENDIX

HUMAN RESOURCES DEVELOPEMENT PROGRAMME

OVERVIEW

The Human Resources Development Programme was formulated by the Government in order to significantly improve the quality and coverage of the country's social services. It has increased the flow of funds to the social sectors and provides a social dimension for the major economic adjustment process which the country experienced in recent years.

The H.R.D.P. is a multifaceted undertaking that combines on-going and new policy reforms, programmes and projects in health, education, nutrition and employment; altogether it comprises some thirty discrete projects.

The H.R.D.P. is supported by Government funds and financing from a number of bilateral and multilateral agencies; the World Bank's support is a loan for US\$30 million for the Social Sectors Development Project. The objectives of this project, which supports the Government Human Resources Development Programme, are to improve the efficiency, delivery and management of social services and in particular those provided for health and

education.

The main goals of the H.R.D.P can be summarised as follows:-
to reverse the setbacks in human resources development through renewed investments in education and health; to alleviate the worst effects of poverty, particularly for the poorest groups of the population, through better targeted nutrition and employment programmes; to implement institutional and policy reforms; to establish (i) an effective management machinery to monitor programme outputs and help ensure smooth project implementation and (ii) the development of a thorough-going information system to measure H.R.D.P impact on the social sectors.

The H.R.D.P encompasses a comprehensive set of actions. Let us look briefly at the major thrusts of the Programme in those Sector Ministries where the majority of the projects are located.

In Health, the emphasis is mainly on improving primary health care and ensuring the greater efficiency of certain public health services. Priority treatment is, therefore, given to primary health centres, hospitals rehabilitation and modernization. During the five-year span of the H.R.D.P., (i) sixty (60) primary health-care centres are to be rehabilitated or replaced (ii) twelve (12) hospitals to be refurbished and a new one built (iii) training facilities for nurses and medical technicians to be comprehensively improved (iv) the supply of drugs and pharmaceuticals will be considerably increased.

In Education, where the emphasis is on improving the situation at pre-primary and primary levels, H.R.D.P provides for (1) the expanding/upgrading of the current systems of basic schools

(ii) refurbishing selected primary schools, increasing teacher-training (iii) provision of improved text-books to cover more students and a wider range of subjects (iv) the introduction of a National Assessment Programme to better track student performance at various grade levels and (v) the encouragement of community participation in school maintenance and other school activities.

In Nutrition, the Programme emphasizes improved targeting and efficient programming. This is being achieved in the following ways:-

- (i) The Food Stamp benefit levels have been raised three times under the programme and targeting procedures are being sharpened.
- (ii) The targeting of school feeding programmes towards the poor children in the early years of schooling will be progressively improved and the coverage of Primary/All-Age schools will be expanded.
- (iii) Community-based health-care workers will provide outreach services to homes and child centres to identify, assist and monitor marginally malnourished children.

Some Employment-creation strategies have been developed and proposals will be presented later on in the review.

Two other aspects of the programme, concerned with management and monitoring functions are worthy of mention in this overview.

The establishment of the H.R.D.P ushered in a new centralised approach to project management. The Government set up special units charged with implementation, monitoring and facilitation on a

centralised basis in the form of two project implementing units and a Secretariat. The project implementing units are located in the two key Sector Ministries; the Ministry of Health and the Ministry of Education and the HRDP Secretariat in the PIOJ. The units in the Sector Ministries are responsible for ensuring the smooth implementation of all the HRDP projects operated within those Ministries and the Secretariat, which works closely with those units, performs a central management and coordinating function, monitors the financial/physical progress of individual project/programme components and reports regularly to the World Bank on the progress of the overall programme.

The Secretariat is also responsible for measuring and evaluating the impact of the programme as implemented and achieves this through the operation of an impact monitoring system. This is a two-pronged system comprising the collection of institution-based statistics (IBMS) on service delivery supplied by the Ministries of Health and Education and the carrying out of periodic household surveys (the Survey of Living Conditions) which track key social indicators like economic level, nutritional status, use of health and educational services. The institution-based statistics serve as preliminary measures of efficiency and programme implementation status and the household-based survey data measures the impact of HRDP implementation on socio-economic conditions and forms the basis for periodic adjustments in the focus and design of the HRDP. Two reports each for the Health and Education aspects of the IBMS have been prepared and analysed and four rounds of the Survey of Living Conditions have been undertaken.

Having given an outline of the scope of the HRDP, let us now look at the achievements to date.

The majority of the projects were approved during 1989 and 1990, and only a few of them are geared for early delivery of goods and services.

In implementing the HRDP, much time and effort was spent on sorting out the administrative matters required to start up the Programme. These included recruitment and appointment of personnel, locating adequate office space, preparing tender documents and other procurement instruments, as well as, doing some preparatory orientation and training to ensure smooth operations in terms of accessing funds especially those administered by the external agencies. Some of the achievements under broad headings are as follows:-

Training/Provision of Learning Materials

- (i) Training awards provided for some seventy (70) teachers and other Education personnel at the pre-primary and secondary levels.
- (ii) Eight (8) long-term fellowships awards to Education Officers, Building Officers and Principals.
- (iii) Approximately three hundred and fifty (350) subject area Specialists/School Administrators, trained to administer new academic programmes in recently upgraded high/technical schools.
- (iv) Training has been provided for primary/secondary health-care staff in Family Planning Techniques.

- (v) The second batch of operating-theatre technicians have completed training and the training plan has been prepared for enrolled nurses.
- (vi) Peer counsellors have been trained in HIV/STD prevention control.
- (vii) Textbooks in four subject areas provided for approximately 350,000 primary school students.
- (viii) provided procurement and distribution of 142,000 technical/vocational textbooks for students in one hundred and eighty (180) secondary schools and trained three hundred (300) teachers in teaching methodology and the use of the text.

FOOD AID RPROGRAMMES

- (i) The number of beneficiaries under the School Feeding Programme (funded by the World Food Programme) increased to one hundred and fifteen thousand (115,000) per day and the number of students fed under the Nutribun and Milk Programme increased to one hundred and Sixty Thousand (160,000) per day.
- (ii) The number of beneficiaries under the Food Stamp Programme was two hundred and one thousand, six hundred and forty seven (201,647) as at December 31, 1990.

CONSTRUCTION/EQUIPMENT

- (i) The National Family Planning building to be completed by the end of February, 1991.
- (ii) The Public Health Laboratory to be completed by May, 1991.

- (iii) Under Hospital improvement, work has been done on sewerage system of the Annotto Bay, Bellevue, Spanish Town and Sav-la-Mar hospitals, the administrative block at Sav-la-Mar hospital, three floors of the Cornwall Regional Hospital, the Kingston School of Nursing and classrooms at the Flamingo Complex.
- (iv) With regard to restoration of training facilities, refurbishing has started on living areas, dining room and classrooms at the Adventure Inn complex for student nurses.
- (v) Final drawings for two of the three Health Centres to be constructed under the S.S.D.P in 1990/91 fiscal year, have been completed and the I.B.R.D. has approved plans for prototype staff accommodation.
- (vi) practical completion achieved on twelve (12) of the seventeen (17) feeder schools and construction has commenced on one of the four Central schools.
- (vii) Contract for management of civil works for refurbishing/rebuilding of basic schools, primary and All-Age schools awarded and work schedules prepared.
- (viii) One of the six MOE Regional Offices in the programme of decentralization has been established, furnished and equipped.

STUDENTS REVOLVING LOAN SCHEME

Expansion and improvement of Students Revolving Loan Scheme, and improvement of SLB's loan management capabilities have been completed.

COMMUNITY INVOLVEMENT

A core programme has been developed for increased community involvement both with regard to the management of schools and for construction; the level of involvement particularly in the building of basic schools, is encouraging.