JAMAICA

JAMAICA SURVEY OF LIVING CONDITIONS

AUGUST 1992

INTERVIEWER'S INSTRUCTION MANUAL

STATISTICAL INSTITUTE OF JAMAICA
25 DOMINICA DRIVE
KINGSTON 5

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

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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).

SLC, August 1992

The Survey of Living Conditions being conducted in August, 1992 is the sixth 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, the focus

was on providing a wide variety of basic data on the health sector and in the fourth round conducted in November, 1990, the focus was on Education. In the fifth round, the focus was on Housing. In the sixth round proposed to be started in August, 1992, the focus will be on "poverty", that is, the survey will provide the requisite basic data on consumption and non-consumption expenditures at fairly disaggregated levels such as Parishes, for enabling estimation of the poor and their distribution by socioeconomic characteristics in each Parish. The survey will, however, cover the core modules on the other sectors which were covered in the earlier rounds of SLC, to facilitate monitoring of the social sectors. The sixth round also includes a module on household "Credit and Savings", which, together with household expenditures will provide a better insight into the distribution of household income.

In the sixth round, the enquiries are programmed for August, instead of November as done in the earlier two rounds, as it was observed that the Christmas season was interfering with the scheduled completion of the enquiries, resulting in a delay of about three weeks in getting all the completed questionnaires. Moreover, it was observed that since the same sample households were being covered in each November round, the "respondent fatigue" was increasing affecting the response rates.

2. Organisation 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 SLC 1990 and SLC 1991 were a 1/3rd sub-set of the October, 1990 and October 1991 rounds of LFS, respectively. 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 sixth round of SLC proposed to be conducted in August 1992, the sample is considerably enlarged to provide the desired Parish level estimates of poverty with a reasonable degree of precision. In all Parishes, except Kingston, St. Andrew, St. Catherine, and Clarendon, all the July LFS, 1992 samples will be covered under SLC. In the four Parishes of Kingston, St. Andrew, St. Catherine and Clarendon, a 2/3rd subsample of dwellings of the July LFS will be selected for the SLC.

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, July 1992, the sample consists of 434 EDs and 18 dwellings in each ED, or a total of 7,812.

For the SLC, August 1992, out of the 217 strata, a sample of 180 strata will be covered- (i) 74 strata selected circular systematically with a random start from out of the 111 strata in the four Parishes of Kingston, St. Andrew, St. Catherine, and Clarendon and (ii) all the 106 strata in the remaining ten Parishes. The 360 sample EDs and the 6,480 sample dwellings in these selected strata (of the LFS) will be covered in the SLC 1992.

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 12 households per week during the eight-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 ensure that you finish the interviews of 12 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, August, 1992) is divided into the following 13 different PARTS, plus the cover:

COVER
PART A: HEALTH -- TO BE ASKED OF EACH HOUSEHOLD MEMBER
PART B: EDUCATION -- TO BE COMPLETED FOR All HOUSEHOLD MEMBERS AGE 3 YEARS AND OLDER
PART C: ANTHROPOMETRIC -- FOR ALL CHILDREN 0 - 59 MONTHS OLD
PART D: FOOD STAMPS
PART E: DAILY EXPENSES
PART F: CONSUMPTION EXPENDITURES
PART G: NON-CONSUMPTION EXPENDITURES
PART H: FOOD EXPENSES (INCLUDING HOME PRODUCTION AND GIFTS)
PART I: HOUSING CONDITIONS AND RELATED EXPENSES
PART J: INVENTORY OF DURABLE GOODS OWNED BY THE HOUSEHOLD
PART K: MISCELLANEOUS INCOME RECEIVED BY THE HOUSEHOLD
PART L: HOUSEHOLD CREDIT AND SAVINGS
PART R: HOUSEHOLD ROSTER OF ALL MEMBERS

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 July 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 July 1992 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 12:

IF
NOTHING SPENT
WRITE ZERO

This instruction is NOT to be read aloud.

b) In PART I, Question 2:

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 17:

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

INDOOR TAP/PIPE..................1
OUTSIDE PRIVATE PIPE/TAP 2
PUBLIC STANDPIPE.................3
WELL.............................4
RIVER, LAKE, SPRING, POND........5
RAIN WATER (TANK)................6
OTHERS (SPECIFY).................7

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.

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 8, you may have to ask the following question of households who have rented the dwelling:

From whom is the dwelling rented ?

RELATIVE.........................1
PRIVATE EMPLOYER.................2
PUBLIC AGENCY....................3
PRIVATE INDIVIDUAL OR AGENCY.....4

If you ask "From whom is the dwelling rented ?," and the person answers "From my friend Dr. Smith in Montego Bay", you will have to write in the questionnaire the code "4", corresponding to the answer "PRIVATE INDIVIDUAL OR AGENCY".

b) You may have to ask the distance in some cases such as in question 22 in Part I on the distance of water supply source from the dwelling:

How far from this dwelling is this ...[supply source...] ?

If the answer is: "The standpipe is 100 yards", you should write in the questionnaire the number "100" in the box provided for DISTANCE, and not "100 yards"; and mention 2 in the box provided for distance code.

c) Frequencies.

When you have to ask a question such as:

How often do you make these payments (question 13 in Part I) ?

NO. OF TIMES: ☐

PER:

MONTH...1
YEAR....2 ☐

(PART I, Question 13)

And the answer is:

"Four times a year"

then you should write the number "4" in the first box and the code "2" (corresponding to year) 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", 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 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 (indoor) during the past 12 months?,
(PART F: 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 ———> $\boxed{\text{40.75}}$

DO NOT write an approximation ———> $\boxed{\text{41}}$

and DO NOT write the dollar symbol ———> $\boxed{\text{J\$ 40.75}}$

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

You have to write ------------> 20,849.50

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

You have to write ------------> 80.00

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 2 you will find the following question:

What type of school did ..[NAME]...attend last academic year ?

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

"What type of school did Johnny attend last academic year ?"

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 JULY 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
- 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 August 5,1992

THEN YOU SHOULD WRITE:

DATE OF THE INTERVIEW		
05	08	92
DAY	MONTH	YEAR

And YOU SHOULD NOT WRITE:

DATE OF THE INTERVIEW		
5	8	1992
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 questions and ask only of the following persons:

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

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.

PRINCIPAL EARNER'S OCCUPATION/EMPLOYMENT STATUS

You will notice that in this round, an attempt is being made to record the principal earner's occupation, industry and employment status. There are 4 questions indicated on the top of the ROSTER on the left hand corner.

These questions should be filled up after recording the answers on all other questions in the ROSTER.

THe PRINCIPAL earner in the household is that person whose earnings during the 12 months preceding the date of survey were the largest among all earners in the household. Several situations may arise:

TYPE I

There may not be any earner in the household- the household may be living entirely on remittances or on property income or from savings, in which case, the following codes will be recorded in the twin boxes in question 1:

Remittances........................89
Property income or savings.........99

For these households, the questions 2 to 4 under Principal Earner, need not be filled.

If the household has an earner and also gets income from property or from remittances, that household will be treated as having an earner, irrespective of the size of the contribution from property or remittances.

TYPE II

The household may not have a current earner and is living on the pension of one or more members of the household. In these cases, the member whose pension is the largest will be treated as the principal earner and his/her last occupation, industry and employment status will be recorded.

TYPE III

The household had an earner but he is currently unemployed on the date of survey and the household has been living on savings/property income/remittances. In these cases, the details of last occupation, industry and employment status of that household member should be recorded in questions 1 to 4.

TYPE IV

This Type consists of households with one or more earners. There may be only one earner in the household, in which case his/her details will be recorded in questions 1 to 4 under "PRINCIPAL EARNER". If there are more than one earner, the member whose earnings are the largest during the 12 months preceding the date of survey will be treated as the principal earner and his/her details will be recorded in questions 1 to 4. If there are earners and pensioners in the household, the principal earner will be determined taking into account, the size of the earnings/pensions of all of them.

PHYSICALLY AND/OR MENTALLY DISABLED

It will be observed that in this round a question has been introduced in the Roster to ascertain whether the individual is physically and/or mentally disabled. This question will be useful in estimating the number of persons who are eligible for food stamps, under this eligibility criterion. For purposes of this survey, a disabled person is defined as follows:

A disabled person is an individual whose prospects of securing and retaining suitable employment are substantially reduced by physical and /or mental impairement. Remember that this question should be filled up only for Household members who are 15 years and over.

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

These questions cover 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.

<u>QUESTIONS 21 and 22</u>

These two questions are designed to find out the extent of prevalence of chronic diseases.

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 question 22 and proceed to question 24.

The question 22 is for recording who told that the person has been suffering from that disease. Separate columns are provided for each disease, because for each disease, the answer 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 (i.e. with the lowest numeric code) consulted.

The questions 24 and 26 should be asked to all women between the ages 13 to 49, i.e., those who completed 13 years but not completed 50 years.

The question 27 should be asked in respect of all children who have completed 6 months but not completed 72 months, i.e., 6 years.

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.

There have been substantial changes in this module compared to the previous two rounds of SLC. These changes were necessitated by the fact that the SLC 1992 investigations will be taken up when the schools will be closed for summer vacation. Only six questions were retained from the previous rounds- these cover three questions on the type of school attended in the last academic year, whether it was public or private school, and the highest grade in which the child was at that school; one question on school feeding programme (i.e. whether the child received any meal at the school); and two questions on the out of school persons (i.e. that did not attend school during last academic year) on the school last attended, and the highest grade passed.

There is, however, a filter question (question 1) in which it has to be ascertained whether the person attended school during the last academic year (yes- code 1; no- code 2). For persons answering code 2, questions 2 to 5 need not be answered. For persons with code 1, the questions 2 to 5 only have to be filled up.

All the questions and the options given in this module are self-explanatory.

QUESTIONS 4 and 7

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 completed 0-59 months).

The questions 12 to 15 on breast-feeding were included in this round at the request of the Ministry of Health. Information on these questions should be recorded for all children who are less than 12 months.

6. D: FOOD STAMPS

The purpose of this part is to find out whether any household received food stamps and, depending on the answer, find out how they did (how much and for which household member), or why they did not. It will be observed that, unlike in the earlier rounds where this part formed figured at the end of the questionnaire, this was brought in this round to a place before the Expenditure modules.

The field staff are aware that the questionnaire was re-designed for the last round, which is being followed in this round also. 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.

<u>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.</u>

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.

7. GENERAL INSTRUCTIONS FOR FILLING OUT PARTS 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 G: 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 questions 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, you must move from left to right until you are finished with all the questions for one item.

- 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).

- Notice that in all these parts we ask about AMOUNTS OF 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 F, Dinnerware also includes cups and saucers.

8. E: 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".

Notice that the item Personal care which used to be in this part in the earlier rounds has been shifted to the next Part (i.e. Part F). It was split into three items (codes 201, 202 and 203), as it was felt that all the expenditures on personal care items were not being netted by keeping it as one item. It was shifted to the next part as a reference period of 7 days was leading to catching expenditures made earlier than the reference period.

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9. F: 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 - 211 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 - 211, omit asking QUESTION 4 whether the answer is "YES" or "NO".

- For the items with codes 215 - 222, 225 - 233 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 212, 213, 214, 223 and 224. You can notice that in the questionnaire those spaces are blacked out.

- For items with codes between 234 - 248 which got an affirmative answer to QUESTION 1, ask also QUESTIONS 2, 3 and 4.

Remember that "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".

Take notice that if for any item you get an answer for both QUESTIONS 3 and 4, then the amount of money spent during the past 30 days (QUESTION 3) MUST BE LESS OR EQUAL to the amount of money spent during the past 12 months (QUESTION 4).

Notice that the reference period of Past 4 weeks" adopted in the earlier rounds, has been made "Past 30 days". The interviewer should work out the date of past 30 days from the date of survey and inform the correct period to the respondent by telling him/her that the expenditures made between the beginning date of the reference period and date of survey should have to be reported.

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10. G: 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 258 -- before going on with QUESTIONS 2, 3 and 4.

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

Notice that three items, namely, Car Insurance, Health Insurance and Motor Vehicle Taxes have been moved to Part F, while two new items, namely Horse Racing and Gambling Expenses are included in this Part.

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11. H: FOOD EXPENSES

Notice that this Part has been reconstituted by merging Parts G (Food Expenses) and Part H (Home Production and Gifts) of the previous rounds. This has been done to ensure that for all food items, the home production/gifts will be enquired; and to ensure that there is no wrong classification of Home production/Gifts. It will be also be noticed that some of the grouped items of earlier rounds (such as meat) has been split up. Besides, the reference period of "Past 4 weeks" has been changed to "Past 30 days".

Now this part has four pages. You have to proceed in the same way you did with sections F and G. First ask

QUESTION 1 and QUESTION 5 for all items listed (with codes between 401 and 454) before going on with QUESTIONS 2, 3, 4, and 6, 7 and 8.

Take note that if in this section there are some items with answers to both QUESTIONS 3 and 4, then the amount of 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).

Similarly, the value of home production consumed in the Past 7 days given in column 6 should be less than or equal to the home production consumed in the last 30 days given in column 7.

If the interviewee, in answering QUESTIONS 6, 7 or 8, 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 OUT AS GIFT.

12. I: HOUSING

In the last round of SLC conducted in November 1991, an expanded Housing Module to provide a wide variety of basic data on Housing was canvassed. In this round, the core module on housing covered in the earlier rounds, is being repeated with slight alterations of a few questions.

CONCEPTS

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 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 DWELLING

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: 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.

BLOCK & STEEL

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

CONCRETE 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).

QUESTIONS 3 AND 4: 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 6 and 7: TYPE OF TENURE

The definitions for recording information on these two items 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 6: 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.

QUESTION 17: 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.

PUBLIC STANDPIPE

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

QUESTIONS 23 & 24: 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.

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: Credit and Savings

This is a new module designed to collect for the sample households the following information:

(i) the outstanding loans **payable to the household members** by others;

(ii) the loans **payable by the household members** to others; and

(iii) the **Savings of the household members** a year ago and now.

This Module is divided into four Sections-

Section 1: Summary of Loans (both payable <u>to</u> the household and payable <u>by</u> the household); and details of loans contracted <u>by</u> the household;

Section 2: Financial Transactions such as purchase and sale of shares, bonds, private housing, urban non-agricultural land, and durable goods;

Section 3: Consumption Credit available to the household members; and

Section 4: Bank Deposits and Postal Savings.

Some of the questions are self-explanatory. The interviewers should remember that the information should be collected for not only the household head but for all members of the household. They should enquire the relevant information from all adult members of the household and record it on a worksheet, strike the total and then record the total in the questionnaire.

In Section 1, the total value of all Cash loans (including interest or markup) payable to all adult members of the household as on date of survey should be recorded in **question 2. All Cash loans contracted by all household members of the household and outstanding on date of survey should be recorded in the table (with 9 columns) after question 3.**

The loans of each household member should be listed at one place, one after the other. The loan number in column 2 should be a continuous number for each member. The rest of the columns are self-explanatory.

Section 4 requires some elucidation. The question 1 in this section requires only YES or NO answers from the respondent, while questions 2 and 3 are meant for recording for all members the total value of savings in these accounts as on date of survey and a year ago respectively. This is done not to embarrass the household, nor to offend him/her.

APPENDIX

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 thorougn-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 impelmentation 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 RPOGRAMMES

(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.