Part A: Health (Supplement)

The following are the instructions for recording information on the questions/sub-questions on pages A4 to A10.

Question 2a: Reason for last visit to a health facility

Please remember that, if a household member made more than one visit to the health facility, then the questions in the Supplement should be answered only for the last visit to that facility.

In Question 2a, the reason for last visit may be recorded as one of the 10 listed reasons. In the event that the visit is made for more than one reason, then give the code of the main reason.

The definitions of the terms used in Question 2a are given below:

Antenatal/postnatal care: Antenatal care is health care provided to a pregnant woman; and postnatal care is the health care provided to a woman or baby for approximately six weeks after birth.

Immunisation/child health: Preventive health care provided to children less than 15 years. In other words, the visit to the health facility was not as a result of illness.

Family Planning: The visit is to procure contraceptive and/or receive counselling for family planning.

Check-up: Routine visit to a health facility for preventive health care.

Acute illness/injury: Acute illness or injury is one of short duration or a temporary state e.g., measles, flu, fracture. It excludes those visits made for check-up, or to obtain drugs or prescription for drugs.

Chronic Disease: The visit is for curative care or to monitor health status for persons with a chronic disease. A chronic illness is of long duration lasting more than three months, and not quickly curable e.g., diabetes, hypertension, arthritis, cancer, chronic bronchitis, asthma, tuberculosis, HIV/AIDS, cataracts/glaucoma, etc.

Hospitalisation: Admission to hospital.

Diagnostic Tests: The visit made to a health facility for blood tests, urine tests, pap smears, x-rays, etc. This excludes a check up where the doctor orders a diagnostic test.

The other questions in the Supplement to Part A Health are self-explanatory. However, the following definitions on some terms used in the questions may be kept in view.

Access to Health Facility (Q3)- It is the ability to reach the facility at all times available.

Security (Q3)- It is how safe the respondent felt in the facility.

Personal Relation with Doctor (Q3)- It is how the person felt about the Doctor.

SOME ERRORS OBSERVED IN COMPLETING PART A-HEALTH

(i) In Q4 and Q5, on number of days suffered from illness or injury, a few interviewers are recording 30 or more. Please remember that these questions are asked for the reference period of past 4 weeks; hence the number cannot be greater than 28 days.

(ii) Q22 and Q23 have to be asked for women who completed 13 years to 49 years. A few interviewers are committing mistakes in (a) not covering all women in the Roster of this age group; and (b) in recording the answers against a male.

(iii) Q24 should be recorded for all children who completed 6 to 71 months (that is who have not completed 6 years). A few interviewers are not recording the information for children who have completed 5 years but not 6 years.

4. PART B: EDUCATION

This Part concerns only persons who qualify as being:

- MEMBERS OF THE HOUSEHOLD
- AGED 3 YEARS OR OLDER.

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

If a member is not attending school in this academic year, the code in Question 1 will be 19, that is, none. For persons answering code 19, questions 2 to 10 need not be answered, but questions 11 and 12 should be answered. For persons with codes 1 to 11, the questions 2 to 10 should be filled up.

In SLC 96, this module contains two pages - the first page is for recording for all household members, their educational status; and the second page for recording the educational costs for those children who are attending school. Though the module is generally the same as in SLC 95, the school codes, however, are revised in this round, due to the following reason.

The academic year 1993/94 saw the introduction of a Government policy, the Reform of Secondary Education (ROSE), designed to effect qualitative improvements to first cycle (grades 7-9) secondary education. This policy led to the introduction of a common curriculum for students in grades 7, 8 and 9. The curriculum is not yet introduced in all secondary level schools, but a significant number of schools have already been a part of the programme.

In keeping with the above programme, some All-Age schools have been upgraded to Primary and Junior High Schools in order to facilitate the use of the common curricula. These schools are comprised of two levels, a primary level (grades 1-6) and a secondary level (grades 7-9). Code 5 in Questions 1 and 11 refers to students enrolled at the primary level of these schools, while code 6 refers to students enrolled at the secondary level of these schools.

The upgrading of All-Age schools also gave rise to a Junior High school (only one to date). Here, the students in grades 7-9 of the particular All-Age school were "creamed off" and the Junior High school was created. The affected All-Age schools were converted to Primary schools.

<u>Codes 5 and 6 in questions 1 and 11</u>:

On page B1, the change is in the school codes given in questions 1 and 11. The Primary & Junior High (grades 1-6); Primary & Junior High (grades 7-9); and Junior High (grades 7-9) are included as additional codes for these two questions.

<u>Code 13 in questions 1 and 11</u> - <u>University</u>:

The code 13 refers to persons pursuing Certificates, Diplomas or Degrees at the University of West Indies (UWI) or the University of Technology (UTECH), formerly CAST; and persons pursuing the MBA programme locally through UWI or Barry University through JIM, University of Carolina, and Nova university.

<u>Code 14 in questions 1 and 11 - Other Tertiary (Public)</u>:

This classification refers to public tertiary institutions, not university. These include Teachers College; College of Agriculture, Science and Education (CASE) formerly Passley Gardens Teachers College and the College of Agriculture, G.C. Foster College of Physical Education; Cultural Training Center (CTC) which comprises the schools of Dance and Music, and the

Edna Manley School for the Visual Arts and Community Colleges.

Code 15 in questions 1 and 11 - Other Tertiary (Private):

This refers to the privately owned and operated tertiary institutions such as the Jamaican Institute of Management (JIM), Institute of Management and Production (IMP), Institute of Management Science (IMS), etc.,which offer Certificate and Diploma courses, and first year UWI Social Science Courses leading to the BSc degree.

Code 16 in questions 1 and 11 - Adult Literacy Classes:

These classes are those offered by JAMAL and any other body or institution for purpose of teaching adults to read and/or write and perform simple arithmetic.

Code 17 in questions 1 and 11 - Adult Education/Night school:

Falling under this category should be adults attending commercial classes.

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.

For primary grades, for want of space, all the primary grades 1-6 are shown in one row against 'Primary, under codes. The interviewers should record the actual primary grade (that is, 1, 2, 3, 4, 5 or 6) in which the child is attending this academic year.

QUESTION 7

In this question, the attendance is being asked for the last 5 school days. The "last 5 school days" means the last 5 days on which the school was opened. The interviewer should be careful to ask the attendance for the last 5 school days, that is, ignoring the intervening days on which the school was closed.

QUESTIONS 13 AND 14 (PAGE B2):

These two questions on Education costs which were introduced for the first time in SLC 94 are continued in this round also, to collect the education costs incurred by the households on all children attending school during the past 12 months as on date of survey (Question 13); and the school fees paid by the secondary school children and the amount given by welfare fund or others during the current academic year (Question 14). The information collected on Question 14 is useful in the context of the Government's scheme on cost sharing of secondary education.

Remember that in 14.b, even if the amount from the welfare fund is not received, but if there is commitment to pay, the amount committed should be recorded.

SOME ERRORS OBSERVED IN COMPLETING PART B- EDUCATION

(i) For persons not attending school, the interviewers have to record code 19 against Q1 and proceed to complete Q11 and Q12 But, a few interviewers are not recording the information in Q11 and Q12, when the code in Q1 is 19.

(ii) In Q3 and Q12, a few interviewers recorded the primary grade of the child as "1-6". **This is wrong. Only one of the grades from 1 to 6 relevant to the person should be recorded.**

(iii) In Q3 and Q12, in the case of secondary grades, some interviewers have not converted forms to grades, the conversions for which were shown in the code list.

(iv) In some cases, there was no consistency in the school code and grade; the school code is reported as 3 and the grades reported were 7 and above; or the school code was reported as 4 and grades 1 to 6.

5. Part C: ANTHROPOMETRIC

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

Note that the **length measurements of children of age 2 years or less should be taken by keeping the child lying down** on the measuring board. **The height measurements of children aged over 2 years should be taken by keeping the child in a standing position** against the measuring board.

In question 5, if the child is not measured, the reasons for not measuring the child should be given in codes.

The instructions on how to measure the children are given in the Appendix.

There are <u>two additional questions- Q4 and Q16</u>- for recording the source for age information and the source for recording the immunisation details.

Part D: Child Fostering

This module deals with the raising of children. For purposes of this module, a child is defined as one who is 14 years or less, that is one who completed 14 years but not completed 15 years. The details on whether the natural mother or father or both live in the household, their educational status and occupation, the local guardian for the child and who looks after the child in the household till he completed 14 years are collected in this module in pages D1 and D2.

Similarly, the children who are living away from the household are listed and the details on their natural mother, father or both, their occupation and the reason for the child living away from the household are recorded in pages D3 to D5.

<u>To facilitate the recording of information on non-resident children Questions 1 (Name), 2 (Age) and 3 (Sex) are shown on a flap and attached to page D5</u>. The flap, which is in a different colour, can be opened for ready reference while recording answers to Questions 4 to 27.

Information from this module will be used to understand the factors underlying child fostering and the consequences of fostering for children who are separated from their parents. In particular, We want to know: (i) what type of households receive fostered children; (ii) what type of households foster out children; (iii) information on parents of fostered children, to understand why they choose to separate themselves from their children and whether they provide financial assistance; and (iv) characteristics of the fostered child to determine his or her welfare.

<u>Parents of Resident children</u>

In order to understand why children are separated from their parents, it is important to get information on parents of children of age 14 years or less: age, occupation, etc. Our primary concern is that fostered children are at risk, hence it is important to know whether the parents of the child send any financial assistance for the child, and which household member is responsible for the child. Financial assistance can include any type of 'in-kind' assistance, such as food, clothing, etc.

<u>Non-resident children</u>

This is the most crucial and difficult part of the questionnaire. You are asked to find out whether there are children (age 14 years or under) of any household member living away from the household - some probing may be required to find this out.

For any child living away from the household, some basic information is to be gathered on the parents of the child (such as their occupation, whether they provide financial or 'in-kind' support) but most importantly, information is to be gathered on the non-resident child (age, sex, schooling). Again, this is required to establish the well-being of the fostered child. It may be difficult to gather detailed information on the schooling of the fostered child. Yet, this is an important determinant of the welfare of the child. At a minimum, the parent should be probed as to whether the child is actually attending (or enrolled) in a school at the time of the survey.

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 H: 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 questions ONLY for 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 analysed 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 313, PART F, Dinnerware also includes cups and saucers.

8. Part E: DAILY EXPENSES

This part contains 6 items including "meals and drinks consumed away from home". These items are usually purchased more frequently such as daily or weekly. The interviewer should first ask question 1 for all items and mark "x" against Yes or No. For all items with a "yes" answer, he/she should proceed to ascertain and record the value of the purchases of that item in column 2.

Remember, however, that meals prepared at home and consumed away from home should not be included in item 101. The gifted meals and drinks consumed away from home should also be included in item 101.

ERRORS OBSERVED IN COMPLETING PART E

(i) In item 105, "other fuel for lighting or cooking", some interviewers are recording the cooking gas or electricity expenses recorded against item 312 in Part G and item 25 in Part J, respectively. This is incorrect. The item is clearly defined as "other than cooking gas and electricity".

9. Part F: FOOD EXPENSES

This part has four pages. You have to proceed in the following way. First ask QUESTION 1 and QUESTION 5 for all items listed (with codes between 201 and 255) 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 30 days (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.

10. Part G: CONSUMPTION EXPENDITURES

This part has two pages: G1 and G2. 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 301 - 311 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 313, 314, 323 and 324 which got an affirmative answer to QUESTION 1, ask QUESTION 4 only. You DO NOT have to ask QUESTIONS 5 and 6 for item with code 312; and QUESTIONS 2 and 3 for items with codes 315 to 317, 319, 331, 335, 340 to 343, 345 and 349. You can notice that in the questionnaire those spaces are blacked out.

<u>See the footnote on page G2. It cautions you that in case of items 339 to 342 which cover expenses on vehicles, you should be careful not to include the expenses on vehicles used for business purposes. For instance, if you are interviewing a taxi driver's household, it is likely that he will enumerate all the expenses on his taxi as a part of his consumption expenditure. You should be alert and inform him that you are collecting in these items the household consumption expenditure and not the business expenditure.</u>

<u>Also see the footnote on item 347. If the household has a telephone in the house, the telephone charges will be recorded in item 28 in Part J on Housing Expenses. These charges should not be included again in item 347 of Part G, as it will be double counting of telephone expenses in calculating total consumption.</u>

- **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).

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.

ERRORS OBSERVED IN COMPLETING PART G

(i) Some interviewers do not seem to understand the distinction between consumption expenditure and business expenditure and that this module was designed to collect information on consumption expenditures only. This may be the reason for reporting in the case of some taxi drivers, minibus drivers and farmers who have transport for transporting their produce to market, their expenses on these business vehicles, against items 339 to 342.

(ii) Some interviewers also do not seem to be making adequate effort in probing the annual expenditures; they are reporting "N. S." for the annual expenditure while reporting a large figure as expenditure in the past 30 days. This is creating problems at STATIN in estimating the annual expenditure on that item, as when long period expenditure is missing, the formula is that the short period expenditure (that is, for 30 days) should be multiplied by 365 days. This is leading to abnormal estimates, which are requiring further scrutiny.

The interviewers have to be extremely careful while reporting large short period expenditures; they should invariably try to obtain at least an approximation of the long period expenditure also.

Because of the above difficulty, the short period has been blocked out for some of the items.

11. Part H: NON-CONSUMPTION EXPENDITURES

This is a very short module; you have to ask QUESTION 1 for all the items listed -- with codes from 401 to 409 -- 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.

12. Part I: FOOD STAMPS

The module on Food Stamps was canvassed in the earlier rounds also. However, in this round, the format of the module was changed. In the earlier module, there were three questions (Q1, Q2, Q3)on the household - whether any member of the household is receiving food stamps; whether any member of the household applied for food stamps; and for the households in which no member was neither receiving food stamps nor applied for them, the reasons for not applying. These have been dropped. The module is revised so that the information will be collected from each household member on his/her situation with regard to receiving food stamps.

All the other questions in the module are similar to those in the earlier module; they have been arranged under five groups, namely, Receiving food stamps; Received food stamps earlier but now not receiving; Applied for food stamps in the past 12 months but not receiving; Applied for food stamps more than 12 months ago but not receiving; and Never applied. This would facilitate easy identification of the questions pertaining to each category.

The purpose of this part is to find out whether a household member 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.

QUESTION 1

In QUESTION 1, you have to ask which of the following food stamp situations applies to each household member-

	Code
Receiving Food Stamps........	1
Received Food Stamps earlier but now not receiving....................	2
Applied within past 12 months but not receiving....................	3
Applied more than 12 months ago but not receiving....................	4
Never applied................	5

If the code in Question 1 is 1, then Questions 2 to 6 only need be completed; if the code is 2, then skip to next person; if the code is 3, then answer Questions 7,8 and 9; if the code in

Question 1 is 4, then answer Question 10 only; and if the code in Question 1 is 5, then answer Question 11 only.

QUESTIONS 2 TO 6

These questions relate to members in the household who are receiving food stamps. The questions are self-explanatory.

Notice that the beneficiary category 3 under question 5 is child under 6 (not child under 5 as in some earlier rounds). It means that all children who have not completed 6 years are eligible to receive food stamps.

Under question 3, the value of the food stamps received by the beneficiary either in March or April 1996 should be recorded. If a beneficiary received the food stamps both in March and April, by the date of survey, the total of both months should not be given but that received in April only.

QUESTIONS 7, 8 & 9

These questions should be answered by those in the household who applied for food stamps within past 12 months but are not yet receiving them. These questions are to be answered for all members in the household who answered code 3 in Question 1.

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 beneficiary category in column 2. In the case where the household is not able to produce the card, the category as given by the household may be recorded.

SOME CONSISTENCY CHECKS

The food stamps are sanctioned only to certain persons who satisfy additional conditions, even within the broader category such as pregnant or lactating mothers, elderly poor, children less than 6 years, etc. It is useful for the interviewers to know that-

(i) pregnant or lactating mothers who are attending a public health facility are only eligible for food stamps under beneficiary categories 1 and 2, respectively;

(ii) children who are below 6 years and who are attending a public health facility are only eligible for grant of food stamps under beneficiary category 3;

(iii) elderly persons who are on public assistance or other persons who are on poor relief or those who are physically handicapped are only eligible for sanction of food stamps under beneficiary category 4.

With a view to find out the total number of persons eligible under these conditions, the questionnaire included questions 22 to 25 in Part A; and questions 5 and 6 in the Roster. The information collected in these questions can be used to scrutinise whether the respondent's information is consistent. But, it should always be remembered that all eligible persons need not be getting food stamps and that there will be some persons who do not satisfy the above eligibility criteria but getting food stamps.

13. Part J: HOUSING

CONCEPTS

The concepts of Housing unit, Dwelling and Household for the SLC will be generally 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 into and 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 related persons only, unrelated persons, or a combination of both.

PRIVATE HOUSEHOLD

A Private Household will often comprise of a father, mother and children living together. There can be other relatives also. Many other arrangements, will, however, be found 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 comprise 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 4 AND 5: 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 7 and 8: 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 not 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 8: 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.

- Notice the skips in question 7; only the households which reported code 1 in question 7 should answer question 8.

- Notice also that at the end of question 8 , there is a skip to question 12- that is, <u>for households which reported code 1 for question 7</u>, the interviewer, after collecting the answer to question 8, should proceed to question 12, skipping questions 9 to 11.

QUESTION 18: 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 24 & 25: 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.

SOME ERRORS OBSERVED IN COMPLETING PART J- HOUSING

(i) Some interviewers are including the electricity or water consumed for running a business in the bill reported under household consumption. In quite a few cases, it was observed that the household is running a bar or a grocery store within the dwelling; and the interviewers were reporting the total expenditure on electricity or water used for both the business and household purposes. Sometimes, the bill is very high relative to the total consumption expenditure of the household. This, might, perhaps, be due to the household having a single meter for both purposes. In all such cases, the interviewer should give at least an approximate figure of the monthly expenditure on household use, in the questionnaire.

(ii) In some cases, the arrears are being included in the figures reported on electricity or water. Here again, an attempt should be made to report the current charges, that is, excluding the arrears.

(iii) In some cases, while the expenditure on water is reported, the period to which it relates is not reported; and STATIN is not able to use the figures. The interviewers should probe adequately to obtain all relevant information.

14. Part K: 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 make, color, etc, of the item), and the code number (between 601 and 615). With this information, you can now 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.

15. Part L: 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 for items that got "YES" for an answer), the QUESTION 2.

APPENDIX I

NUTRITIONAL STATUS MEASUREMENT

SUMMARY PROCEDURES

A. Child Height Summary Procedure (Illustration 1)*

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.

2. **Measurer or Assistant:** Ask the mother to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child (if she is not the assistant).

3. **Assistant:** Place the questionnaire and pencil on the ground (Arrow 1). Kneel with both knees on the right side of the child (Arrow 2).

4. **Measurer:** Kneel on your right knee only, for maximum mobility, the child's left side (Arrow 3).

5. **Assistant:** Place the child's feet flat and together in the centre of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.

6. **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13, and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).

7. **Measurer and Assistant:** Check the child's position (Arrows 1-15). Repeat any steps as necessary.

8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.

9. **Assistant:** Immediately record the measurement and show it to the measurer. NOTE: If the assistant is untrained, the measurer records the height.

10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.

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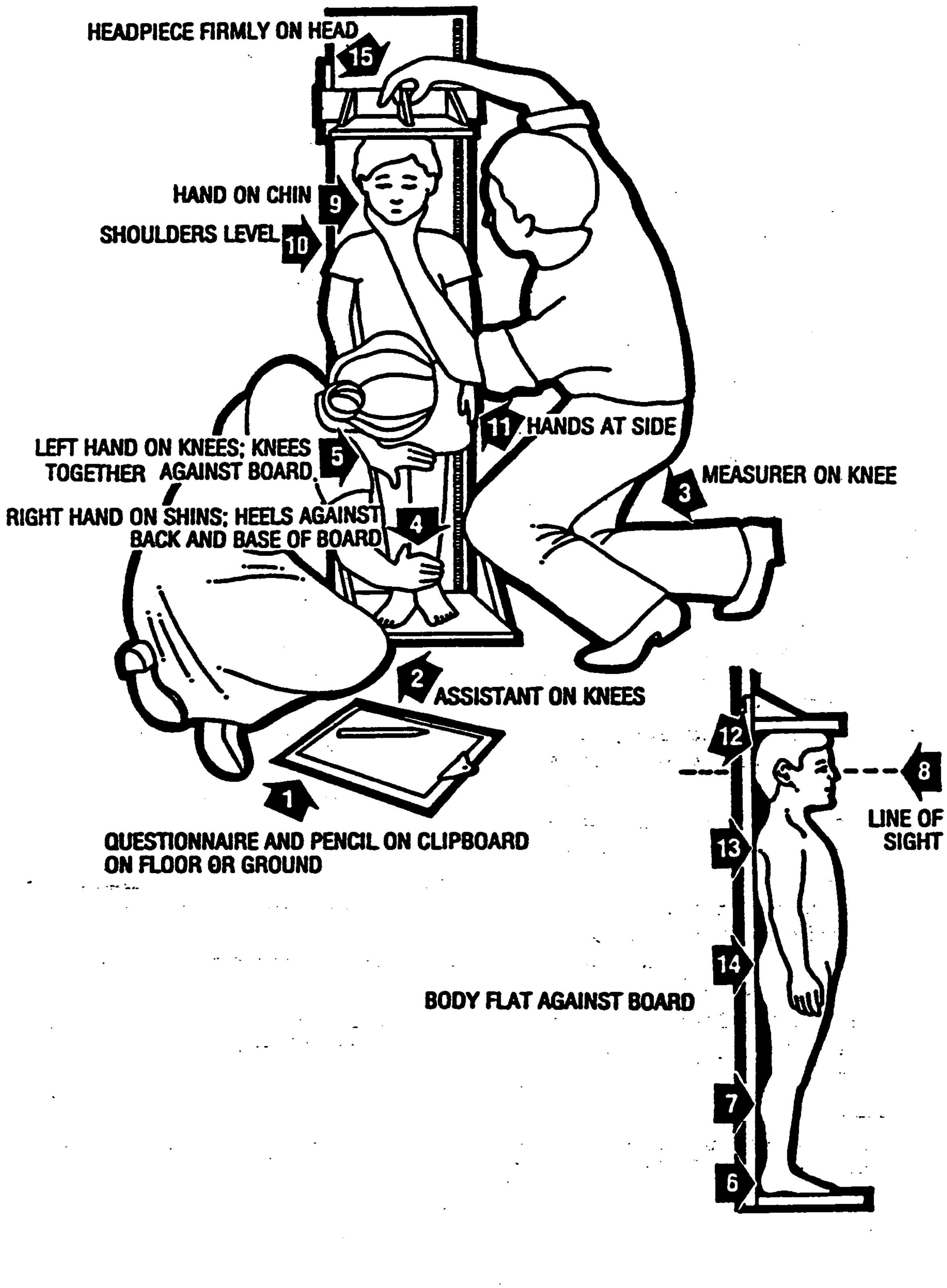
*If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the height procedure.

Illustration 1

Child Height Measurement



B. Child Length Summary Procedure (Illustration 2)*

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.
2. **Assistant:** Place the questionnaire and pencil on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the footpiece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:

   Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.

   Measurer: Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the centre of the board (Arrows 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels (Arrow 9).
8. **Measurer and Assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the footpiece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Immediately release the child's head, record the measurement, and show it to the measurer.

    NOTE: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.

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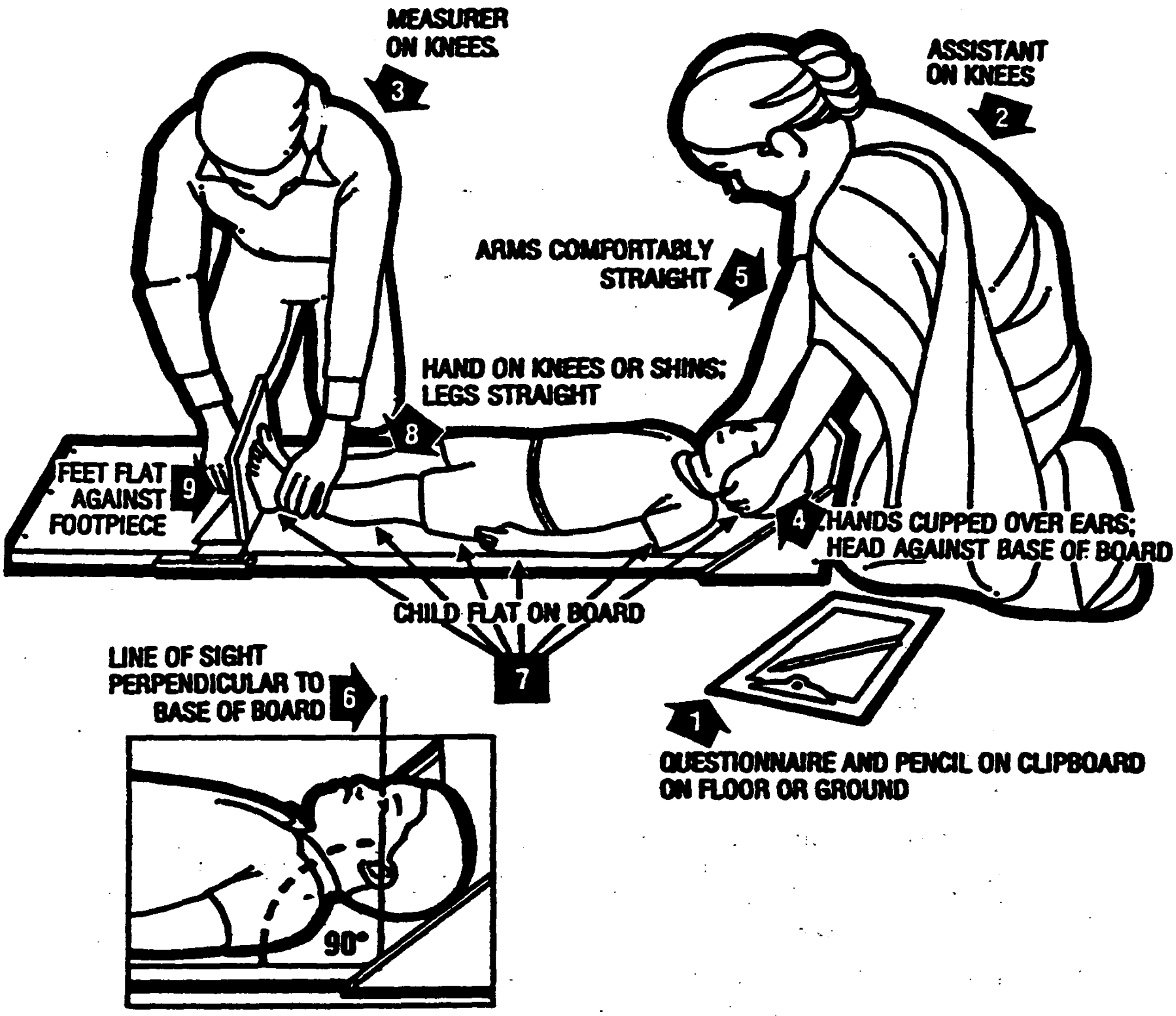
* If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the length procedure.

Illustration 2

Child Length Measurement



C. Child Weight Summary Procedure (Illustration 3)*

1. **Measurer or Assistant:** Hang the scale from a tree branch, ceiling beam, tripod or pole held by two people. You may need a piece of rope to hang the scale at eye level. Ask the mother to undress the child.

2. **Measurer:** Attach a pair of the empty weighing pants, infant sling or basket to the hook of the scale and adjust the scale to zero, then remove from the scale.

3. **Measurer:** Have the mother hold the child. Put your arms through the leg holes of the pants (Arrow 1). Grasp the child's feet and pull the legs through the leg holes (Arrow 2). Make certain the strap of the pants is in front of the child.

4. **Measurer:** Attach the strap of the pants to the hook of the scale. DO NOT CARRY THE CHILD BY THE STRAP ONLY. Gently lower the child and allow the child to hang freely (Arrow 3).

5. **Assistant:** Stand behind and to one side of the measurer ready to record the measurement. Have the questionnaire ready (Arrow 4).

6. **Measurer and Assistant:** Check the child's position. Make sure the child is hanging freely and not touching anything. Repeat any steps as necessary.

7. **Measurer:** Hold the scale and read the weight to the nearest 0.1 kg. (Arrow 5). Call out the measurement when the child is still and the scale needle is stationary. Even children who are very active, which causes the needle to wobble greatly, will become still long enough to take a reading. WAIT FOR THE NEEDLE TO STOP MOVING.

8. **Assistant:** Immediately record the measurement and show it to the measurer.

9. **Measurer:** As the assistant records the measurement, hold the child in one arm and gently lift the child by the body. DO NOT LIFT THE CHILD BY THE STRAP OF THE WEIGHING PANTS. Release the strap from the hook of the scale with your free hand.

10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to erase and correct any errors.

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*If the assistant is untrained, e.g. the mother, then weight should be taken by one person only, the trained measurer, who should also record the measurement on the questionnaire.

Illustration 3

Child Weight