

# GUYANA LIVING STANDARDS MEASUREMENT SURVEY

## INTERVIEWER MANUAL

Guyana Bureau of Statistics  
The World Bank  
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**GUYANA LIVING STANDARDS MEASUREMENT SURVEY  
INSTRUCTION MANUAL**

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## **PART I: FIELD OPERATIONS**

### **1. OVERVIEW**

#### **1.1 Objectives of the Guyana Living Standards Measurement Survey (LSMS)**

The primary objective of the project is to collect individual and household data which can be used to analyze relevant policy questions, particularly those relating to poverty, income distribution and the living standards of Guyanese households. The information gathered is intended to provide knowledge about the extent of poverty in the country, the impact of existing government and non-government agency benefits, and the appropriate design of future programs.

#### **1.2 Methodology of the Survey**

The LSMS will be implemented in conjunction with UNDP's Household Income and Expenditure Survey (HIES) and will draw data from one round (the third round) of HIES's 7000 household sample. Because each round represents a national sample, it is possible to administer the LSMS in one round only, covering approximately 1800 households in 616 enumeration districts. All households included in the HIES third round will also be included in the LSMS sample.

Once the HIES has been administered to a household, the interviewer will return to the household for a second (or third) visit to carry out the LSMS questionnaire. Many of the initial questions on the LSMS questionnaire will be copied directly from the HIES, eliminating the need to re-interview households. These responses will be copied onto the LSMS by the supervisor before the interview.

#### **1.3 Field Organization**

LSMS data will be collected by the same field teams administering the HIES, with the role of the enumerators and supervisors also the same as in the HIES. Several teams of nurses will also participate in the LSMS, specifically in completing the anthropometric module of the survey.

The role of the Supervisor will be to oversee, coordinate, monitor, and where necessary correct the work of the enumerators. The Enumerators will be responsible for collecting the data from the respondent households using the LSMS household questionnaire. This role is crucial to the survey in that the quality of the data and ultimately of the studies and analysis based on the survey will be determined by the quality of the enumerators work. The enumerator will be in frequent contact with the supervisor and should inform him of any problems encountered in the field.

#### **1.4 Content and design of the Survey**

The LSMS is different from the HIES survey in that it is measuring both individual and household behavior. The Guyana LSMS will include specific modules on Health, Education, Fertility, Migration, and Anthropometrics. The majority of the questions are asked for each member of the household, with precoded answers provided just below the question. Code lists are kept short and simple to minimize errors.

## 2. THE INTERVIEWER'S TASKS

### 2.1 Structure of Interviews.

Enumerators will first visit the households to conduct the HIES, and then return to the same household on another visit to conduct the LSMS. Depending on the size of the household, the interviewer may be able to conduct several interviews per day.

In conducting the interview, the interviewer must carefully follow the instructions contained in this manual and on the questionnaire. The interviewer is responsible for reading the questions exactly as they appear in the questionnaire.

### 2.2 Checking the completed questionnaires.

After finishing each interview, the interviewer must verify that all the sections have been filled out correctly and legibly. The interviewer must make sure that the required information for all the household members indicated in each section has been recorded. This must be done immediately after the interview, before the questionnaire is handed in to the supervisor, and --most important-- before leaving the enumeration district.

Although the interviewer may correct minor errors such as having made a mistake in writing down an answer, the interviewer must never make any other changes in the completed questionnaire without posing the question again to the interviewee, nor take a new questionnaire and copy in it the answers that have already been collected.

### 2.3 Relationship with the Supervisor

The interviewer must constantly keep in touch with the Supervisor and inform him of any problems encountered in the work. The Supervisor will provide the interviewer with all necessary materials and instructions, collect and check work, and will help solve any problems that may arise.

The interviewer should always follow the advice given by the Supervisor, who is the representative of the Management Team at the regional office level. He will assign work at the start of each week of the survey. Part of his function is quality control - to ascertain that the work is up to standard, the supervisor will carry out checks in the field.

## 3. GENERAL INSTRUCTIONS FOR CONDUCTING THE INTERVIEW

The interviewer must follow the instructions on the questionnaire and in the manual. This section will provide some general points about carrying out the interview. Two of the most important things to keep in mind when conducting the interview are the following:

1. Read the questions exactly as they appear in the questionnaire. Do not abbreviate or alter the wording of the question. Do not interpret a question for the respondent unless he or she is unable to understand the question as stated.

2. Information about a particular individual should be reported by the individual himself/herself. In general you should discourage other members of the household from volunteering information regarding the individual concerned unless he or she has been identified as the person best-informed about the activity. However, do so in a diplomatic way so as not to offend other members.

### 3.1 Conduct of the Interviewer

As in the HIES the interviewer must carefully observe the following rules:

- \* He must be courteous towards everyone (the respondent and his family and friends, the supervisor, the other members of the team and anyone else involved). His behavior can have an enormous influence on the opinions of people in the localities covered by the survey as to the value of the whole operation.
- \* He must avoid disturbing or upsetting anyone by his behavior.
- \* He must be properly dressed, so that the respondent will be inclined to trust him, as a reliable and responsible person.
- \* He must arrive at the stated time, and never keep the respondent waiting.
- \* He must exercise patience and tact in conducting the interview, to avoid antagonizing the respondent or leading him to give answers that are not in conformity with the facts.

### 3.2 Explanation of the Survey

When you enter a household, the first thing you should do is to greet everyone, introduce yourself and say that you are working for the Guyana Bureau of Statistics. You can begin the interview, by saying something like: "Good morning/afternoon/evening. First of all, I would like to thank you for giving us this opportunity to talk to you about your household. Before we start, allow me to explain a few things about this interview:

- \* The Guyana Bureau of Statistics, in collaboration with The UNDP and World Bank are conducting a survey of Guyanese families to have a better understanding of their present living conditions. The survey is thus very important for planners to know how to improve the people's living conditions. The data collected from this survey will be used as the basis for analyzing important social and economic policy issues.
- \* The community/village and the families who will be interviewed have been selected at random. Other neighboring communities/villages and households have been selected in the same way.
- \* The survey is not concerned in any way with taxes, and all the information recorded will

be regarded as confidential and covered by the obligation of statistical secrecy.

Suggest the following guidelines before you start the interview so that it proceed in a smooth and effective manner:

- \* It is very important that you answer as accurately as you can.
- \* Most of the questions I will ask will have a corresponding set of possible answers. I could read the list of choices for you, if necessary, to you help you pick the one that fits your situation most accurately. I prefer that you answer the questions however you like and I will choose the answer in the list of choices that most accurately reflects your answer.
- \* Take your time in giving answers particularly for questions requiring a recall period of 12 months. Precision is more important to us than speed in finishing the questionnaire.
- \* Consult records if necessary or whenever the questionnaire requires you to do so, e.g, children's birth certificates, immunization cards, etc.
- \* Do not hesitate to ask me to repeat a question or ask for clarification if the question is not clear or needs further explanation.
- \* If at any time you wish to stop the interview because you have other commitments or you become tired, please let me know and we can schedule another time to finish. However, it is best to try to find a time when you can complete your part of the interview in one sitting.

### 3.3 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, do not break in too suddenly, but listen to what the respondent is saying and then lead him back to the original question. Remember that it is you who is running the interview and that you must be in charge of the situation at all times.

In some cases, usually when an elderly or highly educated person is being interviewed, your "authority" to ask certain questions may be challenged. Do not be intimidated and respond in a firm but respectful tone that you have been specially trained to do this and that it is your job to fill out the questionnaire with the information that they provide you.

### 3.4 Objectivity of the Interviewer

It is extremely important that you remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not show any surprise, approval or disapproval about the answers given by the respondent, and you must not tell him what you think about

these things yourself. If he asks you for your opinion, wait until the end of the interview to discuss the matter with him.

You must also avoid any preconceived idea about the respondent's ability to answer certain questions or about the kind of answer he is likely to give. Do not communicate judgements on answers given by the respondents.

### 3.5 Asking the questions

You must always read the questions just as they are written in the questionnaire. Questions should be asked and instructions given exactly the way they are written in the questionnaire with no variation or change in wording. Any slight changes in asking questions have been shown to significantly affect the way questions are answered by the respondent.

After reading a question once in a clear and comprehensible manner, you should await the reply. If the respondent does not answer in a reasonable time, he has probably 1) not heard the question; or 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 respondent is still reluctant to answer reiterate the confidentiality of information to be provided.

### 3.6 Probing and Respondent Recall

If a respondent gives an incomplete or unsatisfactory answer, you must probe by asking a follow-up question to elicit a better response. Probing should be done in a nondirective manner by subtly pursuing the question at hand without pushing the respondent to select an answer over another. Asking follow-up questions such as "What exactly do you mean?", "Anything else?", "Tell me more about..." or simply repeating the question could be useful in probing.

For questions requiring a 12-month recall i.e. education expenditures, or preventative health care you can use annual celebrations as points of reference such as last Christmas. Survey experience has shown that respondents often have difficulty recalling over long reference periods. Inaccuracies arise mainly because of omissions and mislocation of events in time, which is referred to as "telescoping". People include events in the reference period that in fact occurred earlier (forward telescoping).

### 3.7 Private Nature of the Interview

All the data collected are strictly confidential. Any divulgement of particular data is forbidden by law. This rule is all the more important in that it is the foundation of all statistical work.

In principle, all the questions should be asked of the respondent in complete privacy to ensure that his or her answers remain confidential. The presence of other people during the interview may cause embarrassment and influence some of the answers.

On the other hand, it is often difficult to limit the number of people present during an interview. The visit of an interviewer may be a great event for the household. The household members and the

neighbors are bound to be curious.

The fertility section may be considered somewhat sensitive by the respondent. When you get to this section, you should explain to the respondent that some questions are confidential and ask her what is the best place in the house where you are least likely to be disturbed.

### 3.8 After the Interview

Before leaving, you must thank all the members of the household who took part in the interview and fix a date for any subsequent visits that may be necessary (such as the anthropometric visit). When a date has been agreed you should write it on the Cover page.

### 3.9 Checking the Completed Questionnaires

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly. You must make sure that you have recorded the required information for all the household members indicated in each section. This must be done immediately after the interview, before you hand in the questionnaire to your supervisor, and, most important, before leaving the Enumeration district. The Supervisor will review the completed questionnaire using the Questionnaire verification form. He will inform you if there are any questions which have been miscoded, if skip patterns were not followed correctly, if entries are inaccurate, and which questions should be reasked.



## Part II: THE QUESTIONNAIRE

### 1. INTRODUCTION

The questionnaire is divided into 5 parts, plus the cover page. Before starting, you must make sure that in the sections of the questionnaires that have been taken from the HIES on the cover page, and roster page have been filled out. The sections of the questionnaire are as follows:

Cover  
Roster  
Health  
Education  
Migration  
Fertility  
Anthropometrics

The questionnaire collects information at the individual level. An age cut-off is specified for some individual-level data. This serves to limit the focus of the following sections to specific age-groups in the household:

- \* Education -to be asked of members 3 years and above
- \* Anthropometrics - for all children age 5 years and below
- \* Fertility - for one female member in the household between the ages of 13 - 49

### 2. FORMAT AND LAYOUT OF THE QUESTIONNAIRE

The format and layout of the questionnaire were designed to make the question-and-answer process easy for both the interviewer and the respondent. Basically, certain conventions or principles were adopted to guide the interviewer in reading and recording the answers in the questionnaire precisely. These are:

#### A. Typographical Conventions

Certain distinctions are made in the questionnaire by using different type fonts, such as:

- 1) text in upper case are instructions to the interviewer and should not be read out to the respondent
- 2) text in lower case are the questions or introductions to sections which should be read to the respondents.

3) text that is in upper case and enclosed in brackets (i.e. ...[NAME]...) alerts the interviewer to supply the appropriate word when reading out the question to the respondent.

4) numbers in parenthesis (2) correspond to question numbers in the HIES.

#### B. Filter Questions

Filter questions are used to screen households based on certain activities or practices and allows the easy channelling of respondents into appropriate sections of the questionnaire. In general, these filter questions ensure that respondents are only asked questions that are relevant to them.

#### C. Skip Patterns

Most of the time, you will have to formulate the questions in the same order they appear in the questionnaire. That is, Question 5 should follow Question 4, etc.

In some cases, however, after a reply you will find an arrow (>) followed by a number; that number indicates which question should follow. This is referred to as the skip pattern.

#### D. Coding Scheme

The questionnaire is largely pre-coded to minimize coding errors. Codes are provided at the back of each questionnaire and on a separate laminated page given to each interviewer.

#### E. Collating Arrangement

The Household Roster (Section 1 Part A) which is the first sheet that will be filled up is found at the very last page of the questionnaire. It is printed on a full size, fold-out sheet, and the rest of the questionnaire consists of a stack of shorter sheets which overlay the roster page. With this collating arrangement, the household roster will, at any given page, appear on the left side of the questionnaire. This permits the interviewer to easily record information on a row by row basis for the each (corresponding) household member in any section in requiring individual-level responses.

### 3. GENERAL INSTRUCTIONS FOR FILLING OUT THE QUESTIONNAIRE

#### 3.1 Reading the Questions and Coding Instructions

- 1) You must always read the questions just as they are written in the questionnaire. If the respondent's difficulty lies in finding the right answer, you should use the interviewing techniques suggested earlier to help in respondent recall.
- 2) In the questionnaire, instructions to the interviewer are capitalized and should not be read out to the respondent.

For example:

ASK TO ALL WOMEN 15 TO 49 YEARS OLD.

This is an instruction to the interviewer which is related to a particular set of questions on fertility. This instruction should not be read aloud.

- 3) All text which are not capitalized (i.e. in lower case) should be read out in full to the respondent.

For example:

Q3. "Who attended you at the first visit?"

A DOCTOR.....1  
 A NURSE.....2  
 A MEDEX.....3  
 A MIDWIFE.....4  
 A HEALER.....5  
 OTHER.....6

This question must be read aloud to the respondent, and the interviewer will write down the answer. He will not read out the possible answers because they are in capital letters.

- 4) The questionnaire uses arrows and boxes as visual cues.

- a) Arrows indicate that there are questions to be skipped because they do not apply to the respondents. This is called the **SKIP PATTERN**, and tells the interviewer where to go to ask the next question. These are used in the following cases:

For example:

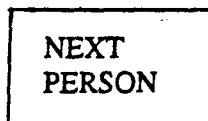
Q.4. Was anyone consulted (i.e., a doctor, nurse, or healer) for the illness or injury?"

YES.....1  
 NO.....2  
 (> 10)

This means that if the respondent's answer to Question 4 is "YES", write "1" in the box and proceed to ask Question 5. If the response is "NO", write 2 in the box and go to Question 10, skipping Questions 6-9 which ask about the cost of consultation for the illness, injury, other persons consulted, etc., all of which are not applicable to the respondent.

- b) Boxes are also used for questions which have specific instructions other than the "skip pattern".

For example:



- 5) A word that is capitalized and enclosed in brackets e.g. ....[NAME].... alerts the interviewer to supply the appropriate name of a household member when reading out the question.

For example:

"Did .....[NAME].... have a complete set of textbooks for his/her use at school?"

When reading the question to the respondent you are supposed to replace this symbol by a particular name or item. For instance, you would instead ask "Did John have a complete set of textbooks for his use at school?"

- 6) Numbers in parenthesis correspond directly to numbers in the HIES. The information should be copied exactly as it appears in the HIES.
- 7) 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 later, nor should you count on your memory for filling in the answers once you have left the household.
- 8) Although you may correct minor errors due to your having written down the answers badly, you must never make any other changes in the completed questionnaire without asking the respondent the questions again. Nor may you copy the information you have collected onto a new questionnaire.
- 9) When you need to write the name of a person, place or thing, always write very legibly in capital letters. This instruction is particularly important for the household roster, because the names have to be put into the computer.

- 10) The questionnaire is pre-coded throughout. Codes translate the respondent's answers into numbers. You must write the code corresponding to the answer given by the respondent in box or column provided. If the answer is an amount or a figure, write the answer in a box. Here are two examples:

For example:

Q.1 "How did you get to the health facility?"

WALK.....1  
PUBLIC TRANSPORTATION.....2  
PRIVATE TRANSPORTATION....3  
OTHER.....4

If the reply is "WALK", write the figure "1" in the box alongside. If the reply by the respondent does not fit in the list of replies with prepared code numbers, you must use the code number for OTHER.

You should record an answer only when the respondent actually chooses one from the choices provided. Inconsistencies may occur if you code respondent words or try to fit these into categories that the respondent did not choose.

Q.2 "How much did you pay for all visits made to this practitioner during the last 30 days? Do not include the cost of drugs nor any costs paid by insurance.

G\$

If the reply is "two thousand", write the figure in the box on the right.

- 10) Responses that require numbers of miles should be answered as accurately as possible. If the distance is one and a half miles, write in 1.5.
- 11) Responses regarding the time necessary to travel to school or a health consultation, or waiting time should be given in minutes. If the time was 1 hour and 40 minutes, write 100.
- 12) Work space is provided in the questionnaire if you need to do some basic calculations or conversions and enter in the appropriate box the correct figure arrived at.
- 13) Never leave a question blank that requires a response according to the questionnaire's skip sequences and never write a response for a question that is not applicable and

therefore should be blank. Failure to provide information that is required or filling in unnecessary information are errors and will be noted as such in the data entry program.

- 14) Do your best to avoid the reply "I don't know" by helping the respondent to consider his answer. In this manual there are many examples of questions that can be asked to help the respondent recall the information required. Nevertheless, it does happen that, even with the help of the interviewer, the respondent cannot give an answer. In that case, write "DK" in capital letters in the box reserved for the answer. There should be few such cases. All DKs will be reviewed by your supervisor.

### 3.2 Data Entry Considerations

Data will be entered directly from the questionnaire. Everything that you write in the columns provided in the questionnaire will be entered in the computer. You must therefore write only information that should be entered. In particular, you may not use the sheets for writing notes or computations unless a space is specially provided.

1. Write legibly in pencil, without crossing out or overwriting. If you make a mistake in recording, erase it completely and write the correct entry.
2. Write in capital letters and use arabic numerals. For instance, you should write "1", not "I", "4" not "IV".
3. Never go beyond the space allotted for a question, even when the next space is not used. If the space provided is not enough, make a note of it and advise your supervisor about the problem.
4. In writing amounts and figures, always separate each group of three figures with a decimal point, starting from the right. For instance, "one hundred thousand" must be written as "100.000" not as "100000" or "100 000".
5. For questions to which the reply is a quantity or amount, write only the numeral in the appropriate box, without the unit of measurement. For example,

if the reply is:

- \* "fifty dollars", write "50" not "\$50."
- \* "10 pounds", write "10" not "10 lbs."

If a reply to a question specifically calls for a unit of measurement, the code for the unit will be shown in an additional box.

## 4. THE PARTS OF THE QUESTIONNAIRE

### 4.1 COVER

This section records background information on the field and data entry history of the questionnaire. Space is left for both the enumerators and the supervisor to write comments about the interview. The information in the Cover Section will be reviewed by the LSMS Coordinator at Headquarters, particularly if there is a problem with the information collected for the household. It is very important that the information required in this Section be filled in accurately and completely. Taken in total, it provides a log of your teams' field activities that will be reviewed by the LSMS management staff.

The interviewer should fill in the date of interview, length of the interview, number of visits, and his own name and code. This code will be a two digit number designated by you and your supervisor.

The rest of the information on the region, sector, stratum number, etc. will be taken directly from Block 1 of the HIES. The numbers in parenthesis correspond directly to the numbers in Block 1 of the HIES. All information should be copied by the enumerator exactly as it appears on the HIES before the interview.

### 4.2 HOUSEHOLD ROSTER

You will notice that the rosters are on full-size fold-out sheets located at the end of the questionnaire. The remaining sections of the questionnaires form a stack of shorter sheets which lie on top of the roster pages. This collating arrangement was done to allow the names of all household members to always appear at the left of the lines on each questionnaire sheet where individual member information should be filled out. The relevant roster pages fold out for this purpose and should be left open throughout the interview. Always fold these pages back into the questionnaire when you finish an interview.

Once again the supervisor must copy responses from the HIES for LSMS questions 1 through 6. Questions 1 through 5 come from HIES Block 6, and question 6 comes from HIES Block 7. The roster must be filled out for each household and include all household members. This section must be filled out with the greatest of care to ensure that the correct information is copied for each individual.

For questions 7 through 13, the enumerator must collect the information. Question 7 refers to the religion of the household member. Fill in the corresponding code or other (5) for a religion which is not listed.

For questions 8 through 13, **ONLY HOUSEHOLD MEMBERS YOUNGER THAN AGE 15** will be asked. Question 8 refers to the natural mother of the child and question 11 refers to the natural father. The natural mother or father is defined as the parent who has given birth to the

child. Questions 10 and 13 request the highest education level completed by the child's mother and father. Fill in the code that corresponds with the type of education the parent has received.

#### 4.3 HEALTH

This section gathers information on the health status of all members of the household, with particular emphasis on measuring the costs and use made of the different kinds of health services and facilities. Questions 2-19 will only be filled out if the respondent has had a sickness or injury within the past 30 days. Questions 20-27 are related to health insurance schemes, and question 28 refers to the use of preventative health care during the past year. Questions 29-30 are concerned with the status of women between ages 13 to 49 only.

Question 1: The reference period for the occurrence of sickness or injury is the past 30 days from the date of the interview. Sickness or injury includes, for example, a cold, diarrhea, injury to an accident or any other illness.

Question 2: Write in the number of days during the past 30 days that the respondent suffered from this sickness or injury.

Question 3: Write in the number of days the respondent was unable to carry out usual activities because of the sickness or injury. **USUAL ACTIVITIES** means the work, duties or activities that the respondent expect to perform on a regular basis. These are not limited to income earning activities: If the respondent is a student, we want to know the number of days he/she was not able to go to school due to illness/injury; if a housewife, the number of days she was not able to do the housework because of sickness/ injury.

Question 4: Determine whether or not the respondent consulted medical care for the sickness or injury. To consult a doctor, nurse, medex, etc. refers to being examined to diagnose the sickness the person is suffered from and prescribe treatment. If the response is yes, skip to question 6.

Question 5: If the respondent has not consulted any medical care for the illness or injury, determine why not. The interviewer should choose the option from the coded list that closely represents the option being used by the respondent.

Question 6: This question specifically refers to the first health consultation that was made for the given illness or injury within the past 30 days. Write in the response which most closely represents the type of facility visited. For example, if the respondent received care at a health unit at work, write in code 5 for industrial health center.

Question 7: Determine who treated the respondent for the first medical visit and write in the code which corresponds.

Question 8: Write in the approximate distance in miles from the respondent's home to



the health facility where care was sought. If the response is 1/2 a mile, write in .5, if it is one mile, write 1, etc.

Question 9: Write in the time it took to travel to the health facility, private clinic, etc. in minutes for one way only. If the trip took 1 and 1/2 hours, write 90 (minutes).

Question 10: Determine how the respondent traveled for the health visit. If the respondent walked, write in code 1; if the respondent traveled by bus, minibuss, ferry or other public transportation, write in code 2. If the respondent went by private car, taxi, bicycle or boat, write in code 3. Otherwise, use code 4.

Question 11: Write in the total amount paid for transportation to and from the facility in G\$.

Question 12: Write in the number of minutes the respondent waited to be treated. If the respondent waited 1 hour and 30 minutes, write in 1.5.

Question 13: Write in the number of visits which were made to this health facility, office, etc.

Question 14: Write in the amount that the respondent paid for all visits made during the past 30 days. Do not include the cost of drugs nor any costs paid by insurance.

Question 15: This question refers to "satisfaction" of the treatment received during the health visit. "Satisfaction" is to be determined by the respondent.

Question 17: This question refers to any type of medication that was bought specifically for the purpose of treating the illness or injury.

Question 18: Determine whether the medication was purchased in a public facility such as public hospital, health center or if was purchased in a private facility such as a drugstore or private hospital.

Question 19: Write in the total amount spent on medicines from all sources over the past 30 days.

Question 20: Determine if the respondent is covered by any private health insurance.

Question 21: Determine if the respondent makes payments through employment or otherwise to the National Insurance Scheme.

Question 22: Determine if the individual has received a pension, medical reimbursements, disability payments, maternity payment or any other payments from the National Insurance Scheme in the past 12 months. These payments specifically refer to the National Insurance Scheme. If no payments have been received, write in code 5 and skip to question 28.

Question 23: Determine if the individual has filed for any type of medical claims

under the National Insurance Scheme. If yes, skip to question 25.

Question 24: If the individual has not filed for claims, determine why not. Once this question has been answered, skip to 28.

Question 25: Determine the number of times the individual has filed for claims in the last 12 months from the National Insurance Scheme.

Question 26: Determine the number of times the individual actually received repayment for medical claims made to the NIS.

Question 27: Determine the amount received in repayment for these medical claims from the NIS in the past 12 months.

Question 28: PREVENTATIVE care refers to pre- or post- natal care, general medical checkups, or shots such as typhoid, tuberculosis, diphtheria, or tetanus, intended for the prevention of an illness.

Questions 29-30: These questions are asked only of Women age 13-49. If the respondent is a man, leave the questions blank.

#### 4.4 EDUCATION

This component collects information on who in the household is currently attending school or has attended school in the past, and what level of schooling each has completed. For those now enrolled in school, the section also asks questions on access to textbooks, and on the distance, time and cost to travel to school. The questions are asked of all household members above age 3.

Question 1: Determine the age each individual actually began attending school. If the individual was three years old, write in 3.

Question 2: If the individual is attending school this year, answer yes and skip to Question 6. Questions 3-5 will refer only to those NOT in school.

Question 3: Write in the code which corresponds with the type of school the respondent has last attended even if it was many years ago. If the school is not listed (such as a secretarial school, or school for students with special needs) write in number 9 for other. If the individual has not attended school, write in 10 for none.

Question 4: Write in the code which corresponds with the highest standard or form attended. If the response is not listed, write in 14 for other.

Question 5: Determine the age at which the individual stopped attending school or dropped out.

Question 6-7: For students currently attending school, write in the corresponding

codes for school type and standard or form.

Question 8: If the school the student is attending is a private school such as a secretarial, typing or business school, write in code 2. Otherwise if the school is public, write in code 1.

Question 9: If the student has ever repeated a standard in primary school write in code 1, a form in secondary write in code 2, or if the student has repeated standards and forms in both, write in code 3. If the student has never repeated a grade, write in code 4 and skip to question 10.

Questions 10 and 11: Write in the number of years repeated for primary or secondary school where applicable.

Question 12: If the student is living at home while attending school write code 1 for yes. If the student is attending a boarding school or living away from home with a relative, write in code 2 for no.

Question 13: Write in the number of days the student actually went to school during the last full school week, including partial days. If the previous week was a holiday week, use the last week school was in full session.

Question 14: If the student receives a breakfast, snack or lunch, write in the appropriate response. The biscuit and milk specifically refers to a school feeding program sponsored by the World Food Program.

Question 15: Determine if the school has provided textbooks for the students' use during the current year. Textbooks refer to books used in the classroom as part of the curriculum. If the school has provided a full set of textbooks, write in code 1. If the school has only provided some of the textbooks to the student, write in code 2. If the school has provided no books, write in code 3.

Question 16: If the household has purchased a full set of the textbooks for the students use in school, write in code 1. If the household has only purchased some of the textbooks, write in code 2. If the household has not purchased any of the books, write in code 3.

Question 17: Determine how the student gets to school; walking, public transportation which includes bus, mini-bus, or public ferry; private transportation which includes car, taxi, bicycle or private ferry, or other for any response which does not correspond.

Question 18: Write in the number of minutes it takes the student to travel one way to school. If the trip takes 1 and 1/2 hours, write in 90 (minutes).

Question 19: Write in the distance in miles from the household to the school. If it is 1/4 mile, write in .25 (miles), if the distance is 1 and a half miles, write in 1.5, etc.

Question 20: Write in the amount that the student pays each month to travel to and from school.

Question 21: Determine how much each student pays for lunch and snacks at school per day.

Question 22: Write in, for each individual student, the amount paid by the household each school year for tuition, contributions and fees, uniforms, books, other supplies, room and board (if the student lives away from home) and exam fees. Remember, this information is to be collected for each student, not as a total sum for the household.

#### 4.5 MIGRATION

This section attempts to identify both the numbers and type of person living away from Guyana. It is specifically aimed at all household members who have lived away from the household for more than six months. It can include for example, children or spouses that have permanently moved abroad away years ago, or those who are abroad for a given period (more than six months). The head of the household should be asked the information about the former member.

Question 1: Add the names of all those who have moved away that do not appear on the household roster. Be certain that their individual number is different than that of the household roster. For example, if there are six household members included in the roster and a child who has lived away for a long time and is not included in the household, their individual number would be 7.

Questions 2-10: Write in responses ONLY for those former members added to the roster.

Question 5: This refers to the amount of time that has passed since the former household member moved away. If it is less than one year (but more than 6 months) write in 1. In all cases, round off to the nearest number of years.

Question 6: Determine why the former member has moved away. Write in the code that most closely responds to the answer given.

Question 7: Determine where the former member has moved to. If it is outside Guyana, write in code 3, and specify the name of the country.

Question 8: This question is trying to determine if the former member sends contributions to the household. Code 1 refers to cash or checks, code 2 refers to other gifts. If the former member does not send any contributions, write in code 3.

Question 9: Regularly here refers to at least once every three months. Irregularly refers to an occasional contribution, such as a gift only at Christmas or a birthday.

#### 4.6 FERTILITY

The Fertility section is aimed at determining the pregnancy, birthing and contraceptive practices of women age 13-49. The information will be used to calculate an infant mortality rate, and will provide useful information for the prevention of diseases such as AIDS. As with the other sections, most of the questions are coded, only requiring the enumerator to fill in the correct number which most closely corresponds with the respondents answer. Only one woman between ages 15 and 45 needs to be surveyed in this section. This woman, however, must be selected according to the randomly numbered stickers attached to each questionnaire. The interviewer should read each number until it corresponds with the id code of a woman in the household between ages 13-49.

Question 1: Determine if the woman has ever given birth to a child, even if it only lived for a few minutes, days or weeks. If not, skip to question 5.

Question 2: Write in the number of children who are alive now, by categories of gender and those living in and outside of the household. The total should add up to the total number of children the respondent has.

Question 3: Write in the number of children (by gender) who have died.

Question 4: Here it is important to confirm the total number of births. If the information from questions 2 and 3 does not add up to the response in question 4, return to question 2 and reask the questions.

Question 5: Determine if the respondent is currently pregnant.

Question 6: Determine if the respondent would like to have more children, or if she does not have any, a first child.

Question 7: Determine if the respondent and her partner have used any contraception in the past 12 months to prevent pregnancy or for family planning purposes. If the response is no, skip to question 13.

Question 8: Determine which type of contraception was used. Write in the code which most closely corresponds with the response.

Question 9: Write in the code for the place where the contraceptive was purchased.

Questions 10: Determine if the respondent or her partner paid money for this method.

Question 11: Determine how often the contraceptive was purchased in the past year.

Question 12: Write in the amount that is paid each time the contraceptive method is purchased.

Question 13: Determine if the respondent is married or lives with a partner.

Question 14: Determine the number of marriages or formal unions the respondent has had until now.

Question 15: Determine the age at which the respondent was first married or began living with a partner.

Questions 16-26: These questions require a birth history for each child the respondent has had, including those who lived for only a short time. Write in the name for the first child and proceed to question 17. Answer the questions for each child. Only answer question 26 if the child has died.

#### **4.8 ANTHROPOMETRICS**

This section is aimed at obtaining data on basic health and nutrition indicators for children under the age of 5. These indicators can assess the severity of various categories of nutrition related diseases, and can then be used to determine intervention priorities. This section will be carried out by trained nurses on a separate visit. It is the responsibility of the enumerator to inform the household of that visit. If there are children under the age of five in the household, check the appropriate box on the Cover page. Detailed instructions for this section are found in a separate manual.

## NOTES