

during the past 12 months as on date of survey (Question 15); 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 16). The information collected on Question 16 is useful in the context of the Government's scheme on cost sharing of secondary education.

Question 15

This question on school expenditure contains 7 items, a to g. You will notice that the item "School tuition and Fees" has been removed. That information is asked in question 16.

Question 16

In this section of the module, information on financial assistance provided by the Ministry of Education is the key issue being sought. Question 16a asks for the school fee for the year and 16b asks what proportion was paid by the child's family. If part or none is paid by the child's family, then information on the source of the other portion, or all, is being sought.

With respect to 16c, the "Ministry" refers to the Ministry of Education, "M.P" refers to Member of Parliament, and "Other" refers to any person(s) or institution(s) other than the Ministry or M.P or child's family.

Question 16d asks the actual dollar amount of the contribution made by the Ministry of Education.

Remember that in 16b, 16c and 16d, the commitment to pay should be treated as if payment is a certainty and the committed amount 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 Q13 and Q14. A few interviewers are not recording the information in Q13 and Q14, when the code in Q1 is 19.

(ii) In Q3 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 in the case of secondary grades, some interviewers have not converted forms to grades. Remember that grade 7 corresponds to form 1, grade 8 to form 2, etc.

(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 two additional questions- O4 and O16- for recording the source for age information and the source for recording the immunisation details.

Part D: Employment and Earnings

Some interviewers and supervisors will recall that in SLC 93, a comprehensive Time Use module was canvassed for collecting information on employment and earnings of all household members along with information on the time spent on different household activities. In SLC 97, the focus will be on household employment and income and its adequacy, savings and the debts of all household members aged 14 years or over. Since the response for the earnings data collected in SLC 93 was found to be much better than in any other attempt, including the Labour Force Surveys, it was felt that the first few questions of the Time Use Module of SLC 93 might, with suitable modifications, be adopted for collecting the earnings part of the household income, in SLC 97.

The module in Part D on Employment and Earnings in the questionnaire in SLC 97 is, therefore, drafted on lines of the employment and earnings portion of the Time Use Module.

The questions in this module should be asked of all household members who have completed 14 years, as in the LFS, which covers persons aged 14 years and above.

The individual number given in the ROSTER of all household members who are aged 14 years and over should be given in column 1 and the relevant questions should be filled in for each of them; omitting those household members who are less than 14 years of age.

Question 1

The field staff are familiar with this question, which figures in Section 2 of the LFS questionnaire and is used for determination of the components of labour force, that is, employed persons, unemployed persons who are seeking or available for work, and household members who are outside the labour force.. This is an essential first step in any enquiry covering employment and earnings.

The concepts and instructions for answering this question will be identical with those given in the LFS. The interviewer's instructions manual for the LFS gives detailed instructions for classifying persons as "working"; "with job not working"; "looking for work"; "at home"; "at school (full time)"; "physically incapable of work"; and "others". The same instructions should be followed in answering question 1. These are reproduced below for ready reference.

Working

The activity of "working" takes precedence over all other activities in this survey. Thus, if a person had been "working", according to the definitions given in the succeeding paragraphs, for one hour or more during the past 7 days, he/she should be classified as "working" regardless of what he/she was doing the rest of the time in the past 7 days. Note that "working" does not mean that he/she had a steady job.

Remember that many of the persons whom you will interview will take the term "working" to mean having a regular job. He/she may have been doing all sorts of odd jobs during the reference period (washing a couple of cars one day, doing some cleaning up at a factory the next and so on). The fact is that he/she made enough to live although he/she does not have a regular job. In this event, it is possible that the person may even say that he/she was looking for work. You have, therefore, to be careful to ask the person how he/she managed to make a living during the reference period. Only when you have probed and examined all possibilities of his/her making a living will you record his/her economic activity. A person should have done nothing to earn a living during the reference period to be excluded from working.

Remember that persons working would include those who:

(i) worked at anything for wages or salary, at time rates or at piece rates, on commission, for tips, for board and lodgings, or for any other type of payment in kind;

(ii) worked as trainees, or as apprentices (persons at trade);

(iii) worked for profit or fees in his own business or on his own farm;

(iv) worked without money, wages or salary, at tasks (other than their own housework or household tasks) which contributed to the operation of farm or business owned and operated for profit, in most cases by some members of his/her family (related by blood or marriage);

(v) spent sometime in the operation of a business or profession even though no sales were made or professional services rendered, such as a doctor or lawyer spending time in his office waiting for clients.

Do not include in "working" those persons who:

(i) worked without money or pay for a relative or other person at tasks which did not contribute to the operation of a farm or of a business, for example, housewife, own gardening, odd jobs around the house, or yard, such as painting the fence, etc.;

(ii) worked without pay assisting a relative or friend who had duties as an employee somewhere else;

(iii) worked without pay, either in cash or kind, as a volunteer worker, for service organisations or church groups- such as Red Cross, Boys Scouts, Girl Guides, Society for the blind, operation workshop, etc;

(iv) were on study leave with pay.

With job but not working

This category includes all persons who had jobs but who, for some reason, did not work, as defined above, during the past 7 days. This would include persons who:

(i) did not work because of illness or temporary disability, but whose job was being held for them until their return;

(ii) were unable to work because of bad weather;

(iii) did not work because they were on leave, including vacation leave, with or without pay, so long as their job was being held for them until their return;

(iv) did not work because of some labour dispute, such as a strike or lockout;

(v) was on short lay-off of not more than 30 days duration with instructions to return to work at the end of 30 days. If the lay-off is for longer than 30 days, then he/she should not be classified in this category.

Looking for work

Include in this category, persons not classified as "working" or "with job not working" who were looking for work.

By looking for work, we mean any positive attempt on the part of the respondent to seek a job. Such attempts may be:

(i) registration at an employment agency, either government or private;

(ii) being on call as available for work, such as a nurse on the register as a private nurse;

(iii) visiting job sites in search of a job;

(iv) applying in person to prospective employers;

(v) putting an advertisement in any public press or place;

(vi) writing letters of application;

(vii) asking someone to find him a job;

(viii) making investigations with a view to starting his own farm or business.

Classify respondent in this category, if he/she was not working or had no job and had made even one attempt during the past 7 days to look for a job.

Remember, however, a person may say he/she was looking for work during the reference period, when he/she already had a job, perhaps because he/she wants a better job. He/She may even have advertised or went for an interview. Such a person must, however, be classified as "working" and NOT as "looking for work".

Remember that if respondent was looking for work outside of Jamaica (e.g. in America), he/she should not be classified as "looking for work" but as "other".

At Home

This category applies to all persons not classifiable at any of the first three response positions (that is, working, with job but not working and looking for work) who spent most of the past 7 days engaged in home duties.

This category applies mostly to women. However, there will be some men and young adults who fall into this category.

It is not necessary for the person to be engaged in the actual physical labour of cooking, cleaning, etc. Any person who spent "most" of the reference 7 days managing or being responsible for the care and running of the home, or in caring for the children should be included in this category.

Please remember that more than one member of the household can fall into this category.

For example if a daughter who did not work, was not on leave and who did not look for work, spent most of the past 7 days helping her mother in the house; then both mother and daughter would be classified as "At Home".

At School full time

Under "At School" should be entered those persons, of age 14 years, and over, who during the past 7 days were attending school full time. However, persons who were engaged in some form of economic activity during the reference period, but who went to school some time during the night or day would if they worked at their economic activity for one hour or more during the past 7 days, should be classified as "working" and would not, therefore, be classified as "At School".

"At School" here includes students at primary and secondary school, university, technical or trade school, etc.

Physically incapable of work

Include in this category all those persons who are incapable of working because of chronic old age, physical or mental disability, or chronic illness.

Physical or mental disability must be something specific such as blindness, loss of limb, serious heart trouble, mental disorders, etc and not just minor disabilities.

Please note that, although incapability to work is sometimes due to old age, this category is not confined to old persons. If a young man or woman is incapable due to some permanent disability, then he or she would be classified in this category. On the other hand, there are many elderly people who although of a ripe old age are not incapacitated and are still able to do a little work. These should not be included here but should be classified as "Other" if in fact they did not work, were not "on leave" or were not "seeking work".

Other

All other persons not included in the above categories should be entered in "other", e.g. pensioners who were not disabled.

Please note that for all persons with codes 3 to 7 in question 2, the questions 3 to 18 need not be answered; the next question they have to answer is question 19.

Main Occupation and Second Occupation - Questions 2 to 18

These questions should be answered for all persons who are "working", or "with job but not working" according to question 1. Questions 2 to 10 are for recording the details of the Main occupation, including earnings from this job; while questions 11 to 18 are for similar information on the second job, if any, which the person may be having.

The Main occupation is that job which yields to the person the highest income. If, for some reason, it is not possible to determine on the basis of income, it should be decided on the basis of time spent in the past 7 days. If the person had only one job in the past 7 days, then that would be his/her main occupation.

After recording the details of the main occupation in Questions 2 to 10, then proceed to enquire whether the person worked on other jobs during the past 7 days. If the answer is 'No', proceed to question 20; if the answer is 'yes', then proceed to fill up Questions 11 to 19. If the person had three or more jobs, decide the second occupation on the same criteria as indicated for the first.

The Questions 7, 16 and 23 are designed to collect information on the EARNINGS of the person from the activity reported in answers to Questions 2, 11 and 20. These Questions are both difficult as well as important. A great deal depends on the persuasive power of the interviewer in extracting reliable information on earnings from the respondent.

Two sub-columns are provided under each of these Questions: one for recording the amount, and the other for recording the period to which the reported earnings relate. Where the Question is not applicable, a skip was already provided in the earlier sieving Question; in which case no entries need be made under this Question. If the Question is applicable, that is, if the respondent reported an occupation, then there should be an entry under this Question.

If the respondent refuses to reveal the earnings, then a "N.S" (Not Stated) should be entered; if the response was nil, then a "0" should be clearly marked; and if the response was a specific value, don't forget to enquire the period to which it relates. In no case a "nil" should be entered, as it is difficult to know whether it is a non-response or zero earnings.

The earnings should relate to the most recent period, preceding the date of survey.

The earnings reported should be gross, that is, before deduction of taxes, and other usual deductions such as NIS, NHT, etc.

For Employees, the earnings should include wages and salaries, all allowances, commissions, bonuses, tips, etc.

For Employers and Own Account workers, the gross profits should be reported, that is after deducting operating costs from the receipts.

The earnings should be recorded rounding off to the nearest dollar.

Questions 24 to 27 for those not currently employed

These questions are designed for those who are not currently employed, that is, those not having codes 1 or 2 in question 2. It is possible that a few of these household members who are not currently working might have worked in the course of the past year. The earnings of these persons over the year, which add to the family income, should have to be netted by asking question 24 to all household members who are not working on the date of survey. In the case of household members who worked at least for some time during past year, please enquire as to the number of weeks that member worked during the year and record under question 26 and the earnings under question 27.

Household Enterprises

At the end of Part D, a form is included to record the inputs and outputs of household enterprises, so that the household income from these enterprises could also be estimated using the GDP approach, that is, valuing all the goods and services produced by the enterprise and subtracting from that the total value of all materials and services used in the production of those goods or services.

It is recognised that in the case of small household enterprises such as street vendors in vegetables, box juices and the like, it is easier to enquire and record the earnings of the household member from the enterprises, rather than listing the outputs and inputs of the enterprise. In SLC 93, where a Time Use Module was used to collect information on earnings, it was noticed that for a number of small enterprises, the interviewers who collected the earnings data followed the direct approach of asking the respondent about the income from the enterprise. However, this may not be possible or accurate, if the household enterprise is large or where the household is unable to determine the income receipts without making notes on what was produced and what was spent to produce them.

The Household Enterprise Form given at the end of Part D would facilitate the recording of outputs and inputs of the enterprise. The completion of this Form is, however, prescribed for large household enterprises; those employing at least two or more hired workers in the case of non-agricultural enterprises or cultivating three or more acres in the case of farms. There is provision in the questionnaire to record the inputs and outputs of three household enterprises.

On the left hand side of the Household Enterprise Form, the interviewer has to list all the enterprises of the household and the household members engaged in those enterprises, so that the enterprise income could be linked to the other incomes of the household member. The details collected here would also be useful to the interviewer in deciding whether the enterprise is large for recording the inputs and outputs.

Definition of Household Enterprise

The field staff have conducted in recent years a number of surveys covering household enterprises. The definition of a household enterprise followed in these surveys is applicable for this survey also. The following definition is reproduced below for ready reference.

A Household Enterprise is an undertaking engaged in the production and/or distribution of goods and/or services not for the sole purpose of consumption. The workers in the establishment may consist of members of the household or hired workers or both. The activity of the enterprise may be carried out at one or more than one distinct location. The activity may also be carried out for only a part of the year but on a fairly regular basis, that is, it should be in operation for the major part of season/year. An enterprise may be owned or operated by a single household or by several households jointly.

Thus, a household enterprise is an undertaking in which an identifiable form of economic activity is normally carried out for the purpose of receiving remuneration for the goods or services produced. These may be small scale or large units and may or may not have fixed premises. Examples of these are mining and quarrying, manufacturing such as furniture, dress-making, hats, crafts, etc., or provision of services whether personal such as laundering (for others), hairdressing, barbering, etc., or other services such as transport services, insurance etc.

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.

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.

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.

- 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. In comparison to SLC 96, four new questions: 409, 410, 411 and 413 have been added. You have to ask QUESTION 1 for all the items listed -- with codes from 401 to 413 -- 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 also canvassed in the earlier rounds. In SLC 96, the module was revised to ensure that all information on food stamps was spelt out separately for each household member. The module was revised so that the information would be collected from each household member whether he/she was getting food stamps; and if not, whether he/she applied for food stamps; and if he/she was neither receiving nor had applied for food stamps, the reasons for not applying.

In SLC 97, there are some more revisions to the food stamp module. The basic module is the same as in SLC 96. However, the questions 3 to 10 are new questions designed to collect information on the distance of the paystation from the dwelling, the time taken to reach the paystation, the mode of transportation, cost of transportation, which items are bought with the food stamps, etc.

All the questions in the module are similar to those in the earlier module. They are also self explanatory.

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

This is a standard module which has been canvassed in all rounds of SLC, with only marginal changes, if any, from round to round. In SLC 97, however, note should be taken of the following changes:

(i) The items 16, 17 and 15 of the module in SLC 96 have been renumbered as 15, 16 and 17, so that item 17 "How much could you rent your dwelling for per month" will come after property taxes.

(ii) The skip for "rent Free" houses in question 7 will be to Q17 and not Q18; that is, for rent free houses also, the rental information sought in question 17, has to be collected. This is required for imputing the household income from owner-occupied and rent free housing.

(iii) After question 16 on property taxes, an additional item is being introduced as item 16a. "How much was spent on maintenance, minor repairs and decoration in the past year?". This information is required to deduct the costs from the gross rental value of owner-occupied houses, before that could be added to household income.

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, for households which reported code 1 for question 7, 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

This is a standard module canvassed in all rounds of SLC. This module is very useful in identifying the income of the household from all sources other than wages and salaries and household enterprises, such as remittances, property income, pensions, etc. Only two minor changes are proposed to this module to make it comprehensive.

(i) In item 707, the food stamps is added to the existing public assistance and poor relief to make the item comprehensive of all relief assistance.

(ii) "Dividend Income" which is now a separate item is given as item 709.

(iii) "Windfall receipts" is given as item 710 in an attempt to capture any additional form of irregular or unusual income.

Part M: Adequacy of Income

This module is designed to ascertain the household's views on the income which it received in the past year, that is, whether it considers it as adequate, more than adequate or not adequate for the household needs. It is more an opinion question which, in some circumstances, will be useful in interpreting the estimates. It will be observed that a few questions on how the household met the shortfall in income etc., is also being asked.

More than one answer may be given for questions 2, 5 and 6. All these answers should be listed (in codes) one below the other, in the order of their importance, as stated by the respondent, with proper attention being paid to the skips in question 6.

Part N: Savings

There are three pages in this module. There is a sieving question (Question 1) to identify which members save money and probing questions (questions 2 and 3) on their saving habit. Savings is a sensitive subject. The questions on page 2 seek to collect for those who have some savings, information on the savings type, the amount in savings on date of survey and whether the amount is more or less than that a year ago and if so, by how much.

On page 2, the interviewers should first fill up the left hand side block. If any member of the household has some savings of the type mentioned in column 1, then the "yes" block opposite to that item should be crossed; otherwise the "no" block. For all savings types for which there is a "yes", the interviewers should ascertain the individual household member who had that particular type of

saving and record in the columns under question 3. If more than one household member had savings of that type, please record the individual numbers as in the roster of all those members and the extent of their savings.

Page 3 and question 4 seeks to identify any additional information that may be available on any other assets that the household may have other than those already mentioned. For other assets, the left hand side of the page should first be filled in, similar to page 2, and the relevant columns filled in in question 4 corresponding to all the "yes" answers on the left hand side of the page.

We again make the point that savings is an extremely sensitive subject and interviewers should be very aware of the concerns of respondents.

Part O: Money Borrowed

There are two pages in this module. The first page is meant for recording all debts owed by any household member, the credit agency and the purpose of the loan. The second page is for recording whether the household has been missing on any of the loan instalments due, and if so, by which member. This information would provide indirect information on the financial difficulties being experienced by the household members. The questions are self-explanatory.

Part P: Money Lent

Just as some of the households may have taken out loans, it is possible that some households might have lent money. This part, which contains only one page, is designed to collect the information on money lent by the household members. Unless this information is also collected, the picture of disbursement of all disposable income will not be complete. The money lent has to be recorded according to the type of collateral.

As this is the first large scale survey in which all components of a household budget, that is, income, consumption and non-consumption expenditures, savings and debts (borrowed or lent) are being collected at one place and since the overall consistency between these parameters at the household level is of great importance, all the interviewers and supervisors should take adequate precaution to ensure that the answers to all questions are both complete and reliable.

APPENDIX I
NUTRITIONAL STATUS MEASUREMENT

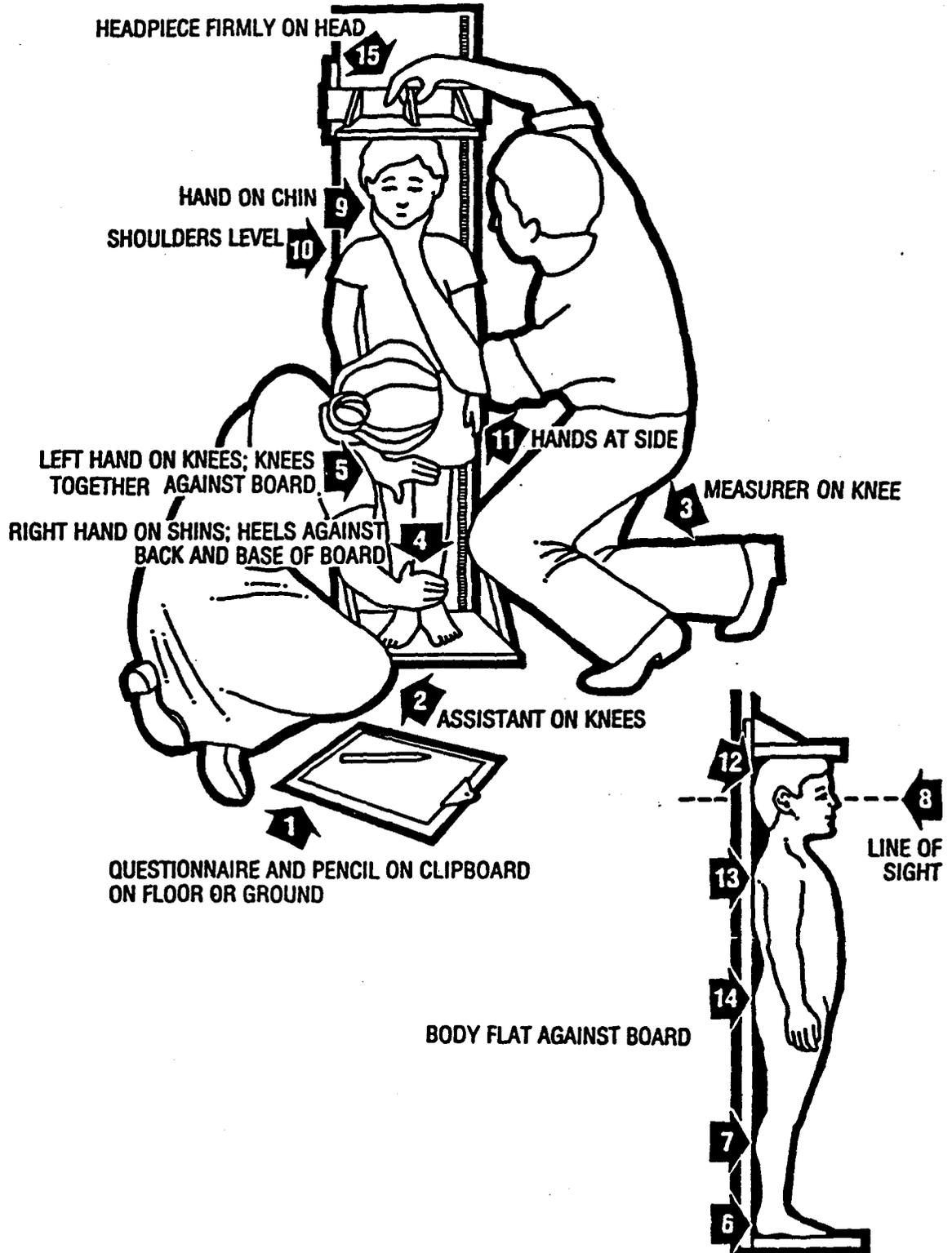
SUMMARY PROCEDURES

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.

*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

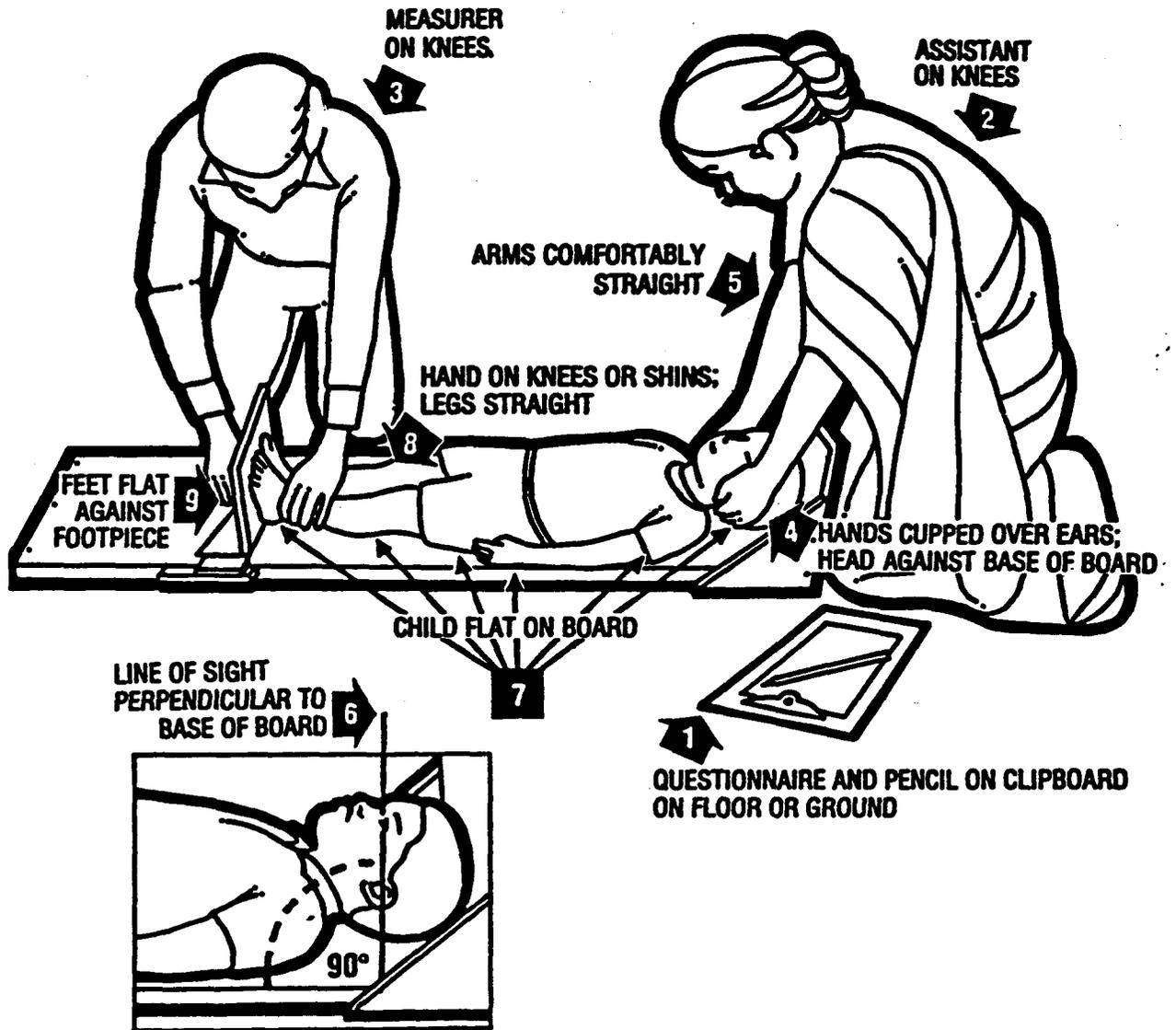


B. Child Length Summary Procedure (Illustration 2)*

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.

*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.

*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

