YOUNG LIVES: CONTEXT INSTRUMENT[1]

PROCESSUAL FRAMEWORK FOR ORGANIZING THE COLLECTION OF CONTEXT DATA[2]

Introduction

This framework assumes that team leaders will, in administering the Context Instrument, be:

1. Following protocol, and working through/ with local leaders.

2. Administering the Context Instrument to groups of community members rather than relying solely on interviewing individuals. This will be more efficient in terms of time and will provide more responses and fuller data. (But this is dependent on how free people feel they are to respond, and therefore is also dependent, at least in part, on how the administration of the questionnaire is organized in the community – see below).

3. Sourcing relatively straightforward information (e.g. population figures) from official sources (reports and individuals) where possible and where reliable.

Framework of Organization

Before reaching the Commune- Preparations for Group Interviews

1. **Identify who or from where data can be obtained (official reports, individuals, groups)**. Do this by working through each section and question, and identifying sources and informants by social group and interest group. The identification of social groups and interest groups will determine the composition and numbers required for each group interview. There could also be some overlap in informants for questions in modules 1 and 2, which means that group interviews can address questions in both modules.

2. **Calculate the optimum number of group interviews required to obtain the data.** This should be four or five group interviews, each of a maximum of 1.5 hours. Suggestions for grouping sections and questions for group interviews are presented in the Table below. Larger groups covering more questions will probably reduce the quality of data obtained, and therefore a balance needs to be reached between time and quality.

3. **Map the social and interest groups that should be represented in each group interview** (e.g. with respect to education this should include officials, teachers, PTA members and ordinary parents). Ask local leaders to organise the group interviews and individual interviews. It may be a day or so later by the time a group of the right people can get together for each group interview. Be wary of group interviews happening on the spur of the moment. For example this can happen easily just after arriving at a site, when a leader may suggest person x, person x and person x because they happen to be around. Taking time to

[1] Formerly called "Community Questionnaire."
2 The "Processual Framework for Organizing the Collection of Context Data" was prepared by Ann Muir, based on training sessions in Vietnam, India, and Ethiopia in June/July 2006. MuirCA@aol.acom

make sure you have the right people for a group interview – to prepare/ organize – will reduce the risks of getting poor quality information.

4. **Prepare a suggested timetable of group interviews for provincial and commune leaders, and ask commune leaders to assist in planning.** This document should be sent to each province and commune with the letter of introduction. It should include suggestions of participants for the group interviews.

- For sensitive issues, where responses could differ the information may need to come from several sources and therefore through several interviews (e.g. for land distribution or wage issues land owners and employers may provide different data to tenants and employees).

- Set out an ideal number/ composition for a group interview and a minimum number/ composition. Aim for participation of between 4 and 10 community members. In order to ensure you have a group of people that represents all social, occupational or interest groups, this may mean that in practice you have to invite more participants than are expected to attend! Also allow time for interviews to be rescheduled if too few people actually attend.

5. **Seek in advance any authorization needed to gather information from school or health facilities**

At the Commune - Preparations for Group Interviews

6. When grouping informants with local leaders, bear in mind that participants will need to feel 'free' and confident to talk if we are to get the right information. Ensure that the community members asked to attend are representative, are knowledgeable of the module subject/s and are able and confident to talk in the company of their fellow community members.

7. Ensure you can 'triangulate' between sources where necessary to ensure we get accurate contextual data. In terms of informants this should include a) providers (officials, teachers, clinic staff etc as in the supply side); b) consumers (clients, consumers, parents as in the demand side), and where possible c) written sources of information (e.g. maps, district reports). Who is best-suited as an informant will depend on the information needed, and how best to collect it in the most labor-efficient way.

8. Direct observation can also be a way to validate reports obtained from individual or group interviews.

9. Timing of group interviews should be appropriate to ensure those who can provide the information can attend (in particular women) and to ensure the interview can be completed.

10. Ensure the setting is comfortable (physically and emotionally) and 'free'.

11. Carry a separate notebook; decide who will interview and who will take notes (if there are two team leaders).

12. Develop an agenda – welcome; introduction, interview, questions and answers and thank you

HINTS

- IF NECESSARY ALLOW A DAY OR TWO IN THE COMMUNITY FOR PREPARATION – ENSURING ALL SOCIAL GROUPS/ INTERESTS GROUPS WILL BE REPRESENTED IN THE GROUP INTERVIEWS.
- JUST AS FOR ANY MEETING/ EVENT THE PEOPLE WE WANT TO PARTICIPATE IN A GROUP INTERVIEW WILL NEED ADVANCE WARNING TO PLAN THEIR ATTENDANCE.
- THIS WILL REDUCE THE NEED FOR FIELD WORKERS/ ENUMERATORS TO CHASE UP INDIVIDUALS FOR DATA.

Facilitation of Group Interviews

1. Introduce yourself.

2. Explain the purpose of YL and the context instrument/ questionnaire and provide an overview of its contents.

3. Follow the questionnaire/ instrument: allow community ‘representatives’/ members time to reflect and organise their answers; keep to the questions; maintain momentum/ interest and ensure questions are answered

4. **After each question is answered, summarise to the group what you heard – for validation.**

5. Ensure even participation: if one or two people are dominating the meeting, then call on others. (If not, then the purpose of a group interview is defeated.)

6. If in your view the forthcoming information is not valid and you lack confidence in it then organize a follow-up interview with the same group or another group and/ or individuals.

7. Close the group interview: explain how the community will be briefed of the findings of the YL study.

Immediately after the Group Interview:

1. Review notes on the side of the CI and in your notebook and correct questionnaire notes if necessary.

2. Write down any observations made during the group interview. Check for discrepancies and inconsistencies in responses and organise how these will be checked out (triangulation) in other group interviews or through literature.

3. Attach notes securely to the context instrument.

TABLE: Possible Groupings of Questions for Group Interviews

	Combination	Total number of group interviews
1	M1 - S1, S2, S3 S4 and S6 M2 - S1 and S5	**4**, plus individual informants
	M1 - S5 M2 - S2	
	M1 – S5 M2 – S3	
	M1 – S5 M2 – S4	
2	M1 - S1, S2, S3 S4 and S6	**5**, plus individual informants
	M2 - S1 and S5	
	M1 - S5 M2 - S2	
	M1 – S5 M2 – S3	
	M1 – S5 M2 – S4	
3	M1 – S1, S2 and S3	**5**, plus individual informants
	M1 – S 4, S5 and S6 M2 – S1 and S5	
	M2 - S2	
	M2 – S3 and S5	
	M2- S4 and S5	

DIAGRAM OF PROCESS

Entry point - a) letter of introduction and suggestions for interviews groups submitted to leaders at provincial and commune levels, and b) meetings with commune leaders.

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With commune leaders, a) review the arrangements made for group interviews checking that representatives of relevant social and interest groups have been invited and are expected to attend , and b) adjust invitations and the interview schedule as necessary

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Hold group interviews

THE CONTEXT INSTRUMENT – MANUAL [3]

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[3] This manual is a summary and translation of the Context Instrument manual produced in Spanish by Javier Escobal of the Peruvian YL team.

Introduction

The importance of having contextual information is based on the need to identify the links between social-environmental characteristics and the distinct indicators of children's wellbeing that are examined through the household and child questionnaires and the qualitative child-focused research at the foundation of the Young Lives Project. It is crucial in any study based on household and child data to consider the broader context, or else run the risk of a biased analysis.

The context information we want to collect relates to all relevant variables that affect the household and child, such as socio-cultural organizations, community-wide assets, and access and quality of the infrastructure and public services like transportation, education, health, leisure, etc. These variables impact the wellbeing of children on an individual level and collectively affect the community as a whole.

Although there are many themes that would be important to address at the community level, this questionnaire focuses on the themes of childhood, in the sense that it places greater emphasis on those community characteristics that directly affect children's wellbeing.

The objective of the "Context Instrument" is to collect information on the contexts in which the Young Lives children live, identifying the characteristics of their communities and their access to public goods and services that have particular significance for their wellbeing.

The thematic scope of the questionnaire has been established with full knowledge that the data will have to be verified and corroborated in many cases by more than one informant. For practical purposes and because it is useful to triangulate between informants, whenever possible, the fieldworker should conduct group interviews. In addition, to avoid as much as possible potential biases from "gate keepers",certain themes whose verification would have required a more detailed study or specialist focus groups have been excluded.

1. Aims and Objectives

1.1 General Aims

1. To compile quantitative data on the contexts in which Young Lives children live which are relevant to evaluating the links between the individual characteristics of the children and their households, policies, and the impact of the latter on the wellbeing of children.
2. To provide a community typology of the full Project sample in order to create subsamples that will allow for more detailed qualitative studies on selected themes that cannot be adequately explored with a quantitative instrument.

1.2 Specific Aims

To compile quantitative data on the communities where Young Lives children live in the following areas of interest:

- General characteristics of the community (size, use of space, road access, negative events, environmental problems)
- Social environment (types of social organization practiced in locality)
- Access to public services and participation in government programs
- Wage and salary rates in locality
- Prices of key products
- Access to children's services:
  - Educational services (general)
  - Childcare services
  - Educational services (pre-school, primary, secondary)
  - Health services
  - Protection services for children and adolescents

2. Characteristics of the Context Instrument

2.1 Type of questionnaire

The Context Instrument is a questionnaire that collects cross-verified information from multiple qualified informants that allows us to build an accurate picture of the social environmental conditions in which the YL children live.

In contrast to the household and child questionnaires, the Context Instrument does not collect opinions, but instead tries to verify the information gathered. It intends to collect "facts" and "truths" and not informants' subjective understandings of the issues. Information gathered with the Context Instrument is verified by triangulating between informants and, when appropriate, thru direct observation.

Example: In the household questionnaire if a mother answers that her son attended a government-run preschool, the fieldworker dutifully records this response. If for some reason the fieldworker suspects that the child did not attend a government-run preschool, s/he would note this in the "observations" section but still record what the mother had said. In contrast, if the person in charge of a Health clinic claims that the clinic is open 24 hours a day, the fieldworker should not record this information until it can be corroborated either by direct observation or the testimony of other qualified informants.

2.2 Scope of the Questionnaire

Geographic Scope: The context instrument will be carried out at the national level, in localities pertinent to the sentinel sites selected in Round 1 of the Young Lives study. Therefore, both rural and urban zones will be covered in the survey.

Temporal Scope: The context instrument will be carried out between October 2006 and February 2007.

Thematic Scope: The research themes that are raised in this questionnaire are:

MODULE 1 Module on General Characteristics of the Community/Locality

	Section 1	General Characteristics of the Community
	Section 2	Social Environment
	Section 3	Service Access
	Section 4	Economy
	Section 5	Local Prices

MODULE 2 Module on Children's Services

	Section 1	Educational Services (General)
	Section 2	Childcare Services
	Section 3	Educational Services (Pre-school, Primary, Secondary)
	Section 4	Health Services
	Section 5	Protection Services for Children and Adolescents

3. Organization of the Fieldwork

3.1 Basic Definitions

Locality/Community: Administrative areas will normally be used as points of departure (this is an operational definition; in this instrument it is referred to as "locality"). From there, proceed with the administration of the questionnaire allowing for some flexibility, as the boundaries of the community will depend on each theme.

Key Informant: This is a person with leadership qualities and a spirit of collaboration who typically resides in the locality and who possesses key knowledge on the topic being addressed. The key informant may or may not hold a public office or be a member of a board of directors (of a community organization). The key informant is the person who is the most knowledgeable in the community (major, governor, etc.) in relation to the given topic or is/was a service provider in this area (school principal, nurse, teacher, etc.).

4. Roles and Responsibilities of the Fieldworker

FIELDWORKER: This is the person responsible for collecting and recording information about the localities onto the Context Instrument form. The role of the fieldworker is crucial to the questionnaire, as the quality of the data collected will be determined by the quality of his/her work. This is an enormous responsibility because we expect the data collected will be used to formulate national policies to help the government make important decisions.

4.1 Roles

- To carry out the assigned work and inform the other members of the fieldwork team of any problems encountered or that they may encounter.

- To carry this Manual at all times and follow the instructions contained herein.
- To carry all materials necessary for carrying out the fieldwork, and present and provide them to others as appropriate.
- To maintain in good condition the materials used to carry out the research.
- To personally carry out the fieldwork and not involve people unrelated to the Project.
- To review each questionnaire after the interview is completed in order to check for possible errors or omissions.
- To return as many times as is necessary in order to correct or complete the missing information.
- To conduct oneself in a professional way, given the significance of the work being carried out.
- To record the information collected in clear and legible print.

4.2 Prohibitions

- To enter altered data or data from questionable sources into the questionnaire.
- To delegate work to another person.
- To engage in other work while under contract as a fieldworker for the Project.
- To intimidate informants and/or discuss the themes of politics, religion, or other potentially controversial topics.
- To offer informants incentives or gifts in exchange for information. Neither should gifts be accepted (in cash or kind) from informants.
- To reveal questionnaire data, with the exception of data provided by civil servants or authorities authorized to provide the data.
- To destroy or damage the research materials.

4.3 Fieldworker Documents and Materials

- Photo-check: this provides proof of the fieldworker's identity and should be appropriately displayed so that s/he is easily identifiable.
- Fieldworker's credentials or letter of introduction: these endorse the fieldworker's presence in the locality and should be shown to the informants upon each research visit.
- Fieldworker Manual: This document contains general instructions and definitions regarding the questionnaire to make sure the fieldworker can carry out the highest quality work possible.
- The questionnaire: This is the document onto which the solicited information is entered regarding the community/locality.

- Supplies: Blue-ink pen and a notebook for entering fieldnotes.
- Community/Locality List: This list contains the places that will be visited for the administration of the context instrument. Some of these will already have been visited during Round 1, and in this instance are being revisited.
- Maps: of the 20 sentinel sites involved in the study since Round 1.
- Route sketches: These are documents that will help the fieldworkers plan the best routes for travelling to the sites. This includes information on the facilities available in the areas to be visited, such as hotels, restaurants, rest stops, transportation, etc.
- GPS: these are measurement devices that will help the fieldworker establish an accurate understanding and record of the sites being visited.

5. General Instructions for Carrying out the Context Instrument

5.1 How to Fill Out the Questionnaire

The questionnaire is filled out during the interview. Do not fill in the answer space on the questionnaire form if the response is unclear. Do not write responses on separate pieces of paper with the intention of later entering them onto the questionnaire form. Do not rely on memory to fill in the questionnaire after leaving the interview location.

The majority of questionnaires are pre-coded with set numbers offered. Using a blue-ink pen, mark the code that corresponds to the informant's response, clearly writing the COMPLETE number of the code in the corresponding answer space. For example, in the question below, if the Childcare Center is private, the fieldworker should write in 04.

2.2	**The Childcare Center is:** 01=State-run 04=Private 02=Communal 05=Run by a company 03=NGO-run 06=Other (specify) ✎________________	[**0** **4**]	DAYCARE SPECCARE

If a mistake is made, use good practice, and clearly cross out the incorrect data with two horizontal lines and write in the correct response in the margin. Initial and date the newly entered correct response.

Variable names are located to the right of each question; these are written in CAPITAL LETTERS. In the previous example, the variable names are [DAYCARE] and [SPECCARE]. Fieldworkers can ignore these, as they are used primarily for purposes of data management.

5.2 Instructions Embedded in the Questionnaire

The questionnaire contains instructions and reminders to help the fieldworker correctly fill out the forms.

- To help the flow of the questionnaire and to guide the fieldworker through the interview, there are a number of instructions like "SAY:" that signal to the fieldworker that the text that follows should be read exactly as stated on the form. (Ex. SAY: Now I want to ask you some questions about the services available to the people living in locality.)

- Where you see the word FIELDWORKER – these are instructions for the fieldworker that should not be read aloud. (Ex. FIELDWORKER: Pay particular attention to those programs that especially impact children, young people and mothers living in locality.)

- When you see the word LOCALITY, replace with the name of the locality and read, in a loud voice, the full question, including this name. (Ex. Where does the water that families in Lima drink come from?)

- Some questions contain the instruction [SPECIFY] which is found in cases where the "Other" category is an option. The number of "Other, SPECIFY" options has been reduced and the code boxes have been made the most exhaustive possible. Nonetheless, there are cases when appropriate codes are unavailable. The fieldworker should always try to find the most appropriate code to match the given response or observation. If an appropriate code does not exist the fieldworker may select the "Other" code, and follow the instruction to SPECIFY by writing in detail the informant's response. Please write the response in CAPITAL LETTERS.

2.2	**The Childcare Center is:** 01=State-run 04=Private 02=Communal 05=Run by a company 03= NGO-run 06=Other (specify): ✎___PAROCHIAL___________	[**0** **6**]	DAYCARE SPECCARE

5.3 Types of Questions

There are five main types of questions in the questionnaire for which each answer box should be clearly filled-in. Some questions can be asked of several informants to arrive at an acceptable singular answer. Other questions are more geared towards specific individuals, for example, heads of school or directors of health centres, etc.

1. Questions with options: when the question is followed by a series of options from which the fieldworker should select one option.

4.29	**How would you describe the general up-keep of this place?** 01 = Good 02 = So-so 03 = Poor	[__ __]	STSBLDG

2. Some questions are of the yes/no type, for example:

5.1	**Is there an organization or person who deals with reports of child abuse in LOCALITY?** 01=Yes 00=No 77=NK	[__ __]	CHORGACC

In this example the fieldworker would register "00" for no or "01" for yes. If the informant does not know the answer (even after being provided additional information) then the fieldworker should enter the code "77" (NK).

Some questions will require a "not applicable" response. In the example below, if the answer to 2.25 is No (00), then the fieldworker skips to question 2.27.

2.25	**Does a supervisor regularly visit this Center?** 01=Yes 00=No, 77=NK ➤ Skip to 2.27	[__ __]	SUPVISIT
2.26	**If yes, how frequent are the visits?** 01=once a week 03=once a month 77=NK 02=twice a month 04=very rarely 88=NA	[__ __]	HOWOFTEN

The fieldworker would enter code "88" for question 2.26, meaning the question is not applicable.

3. Questions with codeboxes: Some questions will require the fieldworker to refer to a codebox in order to find the appropriate code for the given answer. Codeboxes were created in cases where the number of codes was too great to include with the question or where the same code options applied to multiple questions. A good example is question 1.6.2, "Means of transportation most used to travel to the capital," shown below:

1.6.2	**What is the means of transportation most used to travel to the capital?** **Fieldworker: If travelling to the capital requires using more than one means of transportation, list them all, mentioning the one that covers the greatest distance first.** (WRITE THE ANSWER THEN CODE IT USING CODEBOX #2)		
	✍____	[__ __]	TRANS1
	✍____	[__ __]	TRANS2
	✍____	[__ __]	TRANS3

For question 1.6.2 (above) there are so many possible responses that a code box is necessary to list them. The instructions read "WRITE THE ANSWER THEN CODE IT USING CODE BOX #2." All codeboxes have been clearly numbered and given descriptive names, as the example below, "CODE BOX #2 – MEANS OF TRANSPORTATION."

CODE BOX #2 – MEANS OF TRANSPORTATION			
01=On foot	04=Motorcycle	07=Boat	
02=Car	05=Taxi	08=Bus	
03=Bicycle	06=Train	09=Truck	**13=Other (Specify)**

The example in 1.6.2 allows for up to three different responses. The appropriate codes should be recorded in the space "[__ __]" and UNDER NO CIRCUMSTANCES SHOULD THE FIELDWORKER CIRCLE OR MARK THE ANSWER IN THE CODE BOX. For example, if the most common form of transportation is a "bus", then the fieldworker should record the code 08 in the first answer box. If the second form of transportation is a "boat", then the code 07 is entered in the second answer box. If no other forms are used in this case, then the third box is filled in with 88, because it is not applicable. This example is shown below:

1.6.2	What is the means of transportation most used to travel to the capital? **Fieldworker: If travelling to the capital requires using more than one means of transportation, list them all, mentioning the one that covers the greatest distance first.** (WRITE THE ANSWER THEN CODE IT USING CODEBOX #2)		
	✎ BUS ________	[0 8]	TRANS1
	✎ BOAT ________	[0 7]	TRANS2
	✎ ________	[8 8]	TRANS3

4. Writing out answers: Some questions require the fieldworker write out the answer, for example the names or addresses of Institutions or Organizations that exist in the locality. When this type of question appears, it should contain a writing space, either a simple line '______________' or a line marked with this symbol '✎____________'. Remember to always write clearly and in CAPITAL LETTERS and if correct spelling is in doubt, see the supervisor. Ex:

3.1	**Name of the School:**	✎ ________	EDUCCNTR
3.1.1	**Official Name**	✎ ________	OFFCLNM

5. Numerical Questions: Some questions require the fieldworker to enter in a number or amount, such as the founding year of an Institution, the price of a particular product, or the number of children in a classroom, etc. Write the numbers clearly, using Arabic numerals. For example use 6 and NOT VI.

The answer space should be adequate to record the numerical response. In cases where the numerical response is 'smaller than' the space provided, use "0" to ensure all spaces are filled in. For example, see 2.11.2, below:

2.11	**How many boys and girls attended this past month?**		
	2.11.1 Number of boys	[**1 0**]	NMLMBOYS
	2.11.2 Number of girls	[**0 5**]	NMLMGRLS

Some answer boxes do not contain a restricted number of lines but can accommodate a range of numerical answers. Some have decimal points written into the answer box, as the example below demonstrates:

5.3	**How much do the following types of land cost in locality?**			
ID	**Land type and unit**	**Average price** -77=NK -88=NA	**If average is unknown, indicate the range pf prices below** **Minimum** -77=NK -88=NA	**Maximum** -77=NK -88=NA
		PRC#####	MIN#####	MAX#####
5.3.1	**RURAL**			
01	1 hectare of irrigated agricultural land	[_____ . __]	[_____ . __]	[_____ . __]
02	1 hectare of unirrigated agricultural land	[_____ . __]	[_____ . __]	[_____ . __]
03	1 hectare of pasture land	[_____ . __]	[_____ . __]	[_____ . __]
5.3.2	**URBANO**			
04	1 square meter of land (to build on)	[_____ . __]	[_____ . __]	[_____ . __]

In the example above, you can see that the code NK has been changed to -77. This is to avoid confusion when 77 might be an actual answer to the question. It is VERY important to clearly write the (-) symbol in these cases.

5. Questions in Table Format: Most of the questions in this questionnaire will appear in table format. This is especially the case when the same answer is asked repeatedly of a series of things - institutions, people or items. This is illustrated by the example below:

3.40	In relation to the services available to the school:				
		3.40.1	**3.40.2**	**3.40.3**	**3.40.4**
ID	**Water Supply**	**The school ges its water from:** 00=No 01=Si 77=NK If No or NK ➤ **Skip to the next line**	**On average, how many hours a day is water available?** 77=NK 88=NA	**How many days a week?** 77=NK 88=NA	**How is the water?** 01=Good 02=So-so 03=Bad 77=NK 88=NA
		VARIABLE	HRSINTO	DYSINTO	STS#####
01	Public water network	[__ __]	[__ __]	[__ __]	[__ __]
02	Water piped-in from source other than public source	[__ __]			[__ __]
03	Private well	[__ __]			[__ __]
04	Public sink	[__ __]			[__ __]
05	Public well	[__ __]			[__ __]
06	Truck tank	[__ __]			
07	Rivers, lakes, etc.	[__ __]			
08	Other (specify): (SPECSRC) ✍_______________________________	[__ __]			

5.4 Skip Patterns

Some questions contain skips or passes. If there is not a SKIP instruction at the end of a question, simply continue to the next question. For example, if the answer to question 4.11 (below) is "Yes", then the fieldworker should record the answer then go to 4.12. If the answer is "No", then the fieldworker should record the answer and follow the skip instruction, asking question 4.13.

4.11	**Does the health center have beds or stretchers?** 01=Yes 00=No, 77=NK ➤ **Skip to 4.13**	[__ __]	BEDS
4.12	**How many beds or stretchers does it have?** -77=NK -88=NA	[________]	NUMBEDS

6. A few points of clarification

Q01 Community Identification: this is unique for each questionnaire and will allow the context data to link up with the data collected through the household and child questionnaires. Each fieldworker will receive a list of community codes and names to which they can refer. Remember that the symbol '✍____________' indicates the answer should be clearly hand-written in CAPITAL LETTERS.

Q2.1 The objective of this question is to learn about the organized groups operating in the locality and to know if these existed 4 years ago. The correct way to fill out this table is to move through it horizontally, EXCEPT for column 2.1.1 which should be asked one after the other, moving vertically downwards, finally moving on 2.1.2. In cases where the organization does not have a recognized name, write in "NO NAME" for 2.1.3.

Q3.1 Note that the first 3 services listed on the table are separated into urban (URB) and rural (RUR) components.

Module 1, Section 4 Note: Questions in this section ask for salary/wage information – some in terms of DAILY wage others for MONTHLY wage. Be sure to calculate accordingly and record for the correct time period.

Q5.1 Instructions are included on the questionnaire. For each product on the list, gather cost information from two separate vendors. If the unit recorded differs from the standard unit, calculate the average price for the item in the standard unit and enter it in 5.18.

Module 2, Section 3 Note: In cases where there is more than one educational center of a given type, select the center that takes in the greatest number of children from the locality.