

# Research in Public Health

## Technical Papers

Project ACTIVA

2

### **Questionnaire and manuals**

Multicenter Study:  
Cultural Norms and Attitudes  
Toward Violence in Selected  
Cities of Latin America and  
Spain



Research Coordination  
Health and Human Development Division

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These technical papers are conceived as a way of disseminating in an expeditious and timely manner the results of investigations, and are not publications scientifically evaluated or professionally edited.

The ACTIVA project is the outcome of a multicenter study to evaluate violence and related cultural norms and attitudes in selected cities of Latin America and Spain. The study represents a collaborative effort between research centers and institutions of recognized excellence in the subject, under the auspices and technical cooperation of the Pan American Health Organization.

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# Questionnaire of the Multicenter Study: Cultural Norms and Attitudes Toward Violence in Selected Cities of Latin America and Spain

## Project Activa

No. \_\_\_\_ Seg. \_\_\_\_

Household # \_\_\_\_

..and the Pan American Health Organization are conducting a study on violence in the Americas. You have been selected to participate in this study. Your responses will help us understand some of the reasons behind violence or citizen safety in our city.

This is an anonymous questionnaire, and we will not record your address or identity. The information you give us is strictly confidential. Please answer each question as honestly as possible.

Your participation is voluntary. You may refuse to answer any question or end the interview any time you wish.

Thanks for your collaboration.

**DATE:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_ **MUNICIPALITY:** \_\_\_\_\_

**INTERVIEWER:** \_\_\_\_\_ **SUP. OFFICE:** \_\_\_\_\_

**FIELD SUP.:** \_\_\_\_\_

**CODING:** \_\_\_\_\_

**TYPING:** \_\_\_\_\_

**OBSERVATIONS:** \_\_\_\_\_

**DE - DEMOGRAPHIC VARIABLES**

DE1. How many people usually live here--that is, how many sleep and eat most of the week in this household? Include both adults and children. \_\_\_\_\_

DE2. We would now like some information on the people who usually live in this household. Let's begin with the person considered the "head of the family" or head of household.

| NUMBER | SEL. | APPOINTMENTS | RELATION-SHIP   | SEX        | AGE<br>(in years) | Highest level<br>of schooling   | Does this individual<br>receive income<br>from work? |
|--------|------|--------------|---|------------|-------------------|---|--|
|        |      |              | 1 Head of household<br>2 Spouse<br>3 Son/Daughter<br>4 Father/Mother<br>5 Father-in-law/Mother-in-law<br>6 Brother/Sister<br>7 Grand-son/daughter<br>8 Son-in-law/Daughter-in-law<br>9 Other relative<br>10 Other non-relatives<br>11 Domestic employee | 1 M<br>2 F |                   | 0 None<br>1 Primary not completed<br>2 Primary completed<br>3 Secondary not completed<br>4 Secondary completed<br>5 Technical<br>6 University<br>9 Don't know | 1 Yes<br>2 No<br>9 Don't know                        |
| 1      |      |              | HEAD OF HOUSEHOLD   |            |                   |   |  |
| 2      |      |              |   |            |                   |   |  |
| 3      |      |              |   |            |                   |   |  |
| 4      |      |              |   |            |                   |   |  |
| 5      |      |              |   |            |                   |   |  |
| 6      |      |              |   |            |                   |   |  |
| 7      |      |              |   |            |                   |   |  |
| 8      |      |              |   |            |                   |   |  |
| 9      |      |              |   |            |                   |   |  |
| 10     |      |              |   |            |                   |   |  |
| 11     |      |              |   |            |                   |   |  |
| 12     |      |              |   |            |                   |   |  |
| 13     |      |              |   |            |                   |   |  |
| 14     |      |              |   |            |                   |   |  |
| 15     |      |              |   |            |                   |   |  |

DE3. How many rooms are used for sleeping in this household? \_\_\_\_\_

DE4. Of the children 12 years of age or under living in this home, how many are attending school? \_\_\_\_\_

**FROM THIS POINT ON, ALL QUESTIONS REFER TO THE PERSON SELECTED FOR THE INTERVIEW**

**---> CORROBORATE THE INFORMATION PROVIDED BY THE INTERVIEWEE WITH TABLE DE2.**

DE5. In what year were you born? 19 \_\_\_\_\_

DE6. What is your marital status?

- (1) Unmarried (2) Married  
(3) Common-law union (4) Separated or divorced (5) Widowed

DE7. Did you work or look for work last week?

- (1) Did you work? -->**GO TO QUESTION DE9**  
(1) Did you look for work? -->**GO TO QUESTION DE12**  
(1) I neither worked nor looked for work.

DE8. Did you have work last week, even though you did not work?

- (1) Yes (2) No -----> **GO TO QUESTION DE11**

DE9. What is your occupation? --->**IF MORE THAN ONE, THE ONE THAT BRINGS IN THE MOST INCOME**

DE10. Are you...? ---> **READ THE CHOICES**

- (1) An employer  
(2) Self-employed  
(3) A salaried worker  
(4) An unsalaried family worker

\_\_\_\_\_ > **GO TO QUESTION DE12**

DE11. Are you... ---> **READ THE ALTERNATIVES**

- (1) A student  
(2) A pensioner, retiree, person of independent means  
(3) A housewife/househusband  
(4) No particular occupation

DE12. In what country were you born?

- (1) This country---> **GO TO QUESTION DE14.** (2) Some other country:

Which? \_\_\_\_\_

DE13. In what year did you arrive in this country? 19\_\_ \_\_

DE14. I am going to read you a list of religions. Which one do you follow?

---> *read slowly and pause after each alternative*

- (1) Pentacostal Protestantism or Evangelism
- (2) Non-Pentacostal Protestantism or Evangelism
- (3) Spiritism or Spiritualism (Kardecism, Umbanda, Candomblé, or other religion of African origin)
- (4) Roman Catholicism
- (5) Judaism
- (6) Islam
- (7) Other religion
- (8) No religion, but believe in God ----> *GO TO QUESTION D16*
- (9) No belief in God. ----> *GO TO QUESTION DE16*

DE15. How often do you attend church or some religious function?

- (1) More than once a week
- (2) At least once a week
- (3) From 1 to 3 times a month
- (4) Less than once a month
- (5) Never

DE16. Which of these descriptions fits you best?

---> *SHOW CARD #1*

- (1) White
- (2) Mestizo (mixture of white and Amerindian)
- (3) Mulatto (mixture of black and white)
- (4) Black
- (5) Amerindian
- (6) East Asian
- (7) East Indian
- (8) Other

DE17. How many hours of television do you watch during a normal weekday?\_\_\_\_\_

DE18. How many hours of television do you watch during a normal weekend day?\_\_\_\_\_

DE19. About the current violence in your neighborhood, do you believe that television shows:

- (1) More violence than really exists?
- (2) The same amount of violence that currently exists?
- (3) Less violence than really exists?

DE20. Do you agree or disagree with the following statement?: "I almost always enjoy movies or television programs that contain action, fighting, or shooting."

- (1) Strongly agree
- (2) Agree
- (3) Not sure
- (4) Disagree
- (5) Strongly disagree

DE21. How many times in the past month have you had five or more drinks (either liquor or beer)?

- (1) None -->*GO TO SECTION IN.*
- (2) Once
- (3) Twice
- (4) Three to four times
- (5) More than ten times

DE22. Where did you have more than five drinks on a single occasion?

- (1) At home
- (2) At a friend's house
- (3) At a disco bar or pub

## IN - INSTITUTIONS

Based on your experience and what you have heard, how would you rate the efficiency of the institutions that serve your community as far as criminal justice is concerned?

|                                    | Very good | Good | Fair | Poor | Very poor |
|------------------------------------|-----------|------|------|------|-----------|
| IN1. Police                        | 5         | 4    | 3    | 2    | 1         |
| IN2. Courts (Judges)               | 5         | 4    | 3    | 2    | 1         |
| IN3. Correctional system (Prisons) | 5         | 4    | 3    | 2    | 1         |
| IN4. District Attorney's office    | 5         | 4    | 3    | 2    | 1         |
| IN5. Army                          | 5         | 4    | 3    | 2    | 1         |
| IN6. Public Defender's office      | 5         | 4    | 3    | 2    | 1         |
| IN7. Communications media          | 5         | 4    | 3    | 2    | 1         |

## SA - SOCIAL ATTITUDES AND OPINIONS

SA1. Do you believe that within five years your country is going to be:

- (1) Better off than now
- (2) As well off as now
- (3) Worse off than now
- (4) ---> Do not read: Not sure

SA2. Do you agree or disagree with the following statement?: "The country's authorities are genuinely concerned about what happens to you."

- (1) Strongly agree
- (2) Agree
- (3) Not sure
- (4) Disagree
- (5) Strongly disagree

SA3. Do you agree or disagree with the following statement? "People like you can make a difference and change the country."

- (1) Strongly agree
- (2) Agree
- (3) Not sure
- (4) Disagree
- (5) Strongly disagree

SA4. In thinking about the conditions in your country today, do you think the social system should be kept as it is, that some reforms should be made, or that the system should be totally changed?



- (1) Should be kept as it is
- (2) Some reforms should be made
- (3) Should be totally changed

---> **SHOW CARD # 2**

SA5. Which of the following three statements is closest to your own opinion?

- (1) Democracy is the best political system under any circumstances.
- (2) In certain circumstances a dictatorship could be good.
- (3) Whether we live in a democracy or in a dictatorship makes no difference to people like me.

## **NO - CULTURAL NORMS**

**I am now going to read you several statements. Please tell me whether you agree or disagree with each.**

| Statements   | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|----------------|-------|----------|----------|-------------------|
| NO1. Corporal punishment is necessary to bring up children properly.   | 5              | 4     | 3        | 2        | 1                 |
| NO2. There are situations in which an adult is justified in hitting someone else's child.                            | 5              | 4     | 3        | 2        | 1                 |
| NO3. There are situations in which a man is justified in slapping his wife in the face.                              | 5              | 4     | 3        | 2        | 1                 |
| NO4. There are situations in which a woman is justified in slapping her husband in the face.                         | 5              | 4     | 3        | 2        | 1                 |
| NO5. If a woman has been unfaithful to her husband, she deserves to be beaten.                                       | 5              | 4     | 3        | 2        | 1                 |
| NO6. A woman has the right to assault another woman who is stealing her husband.                                     | 5              | 4     | 3        | 2        | 1                 |
| NO7. If the authorities fail, people have the right to take justice into their own hands.                            | 5              | 4     | 3        | 2        | 1                 |
| NO8. The police have the right to enter a home without a warrant in pursuit of criminals.                            | 5              | 4     | 3        | 2        | 1                 |
| NO9. The police have the right to detain young people they consider suspicious because of their physical appearance. | 5              | 4     | 3        | 2        | 1                 |
| NO10. In some cases the police are justified in torturing suspects to obtain information.                            | 5              | 4     | 3        | 2        | 1                 |
| NO11. Capital punishment is not justified under any circumstances.   | 5              | 4     | 3        | 2        | 1                 |

## AT - ATTITUDES

I am going to describe several situations that you might witness at any time. For each of them I would like you to tell me whether you would approve, would not approve but understand, or would neither approve nor understand.

---> **SHOW CARD # 3**

| Situations   | Would approve | Would not approve but understand | Would Neither approve nor understand |
|--|---------------|----------------------------------|--------------------------------------|
| AT1. If someone cuts in line and another person makes an insulting remark, you ...                                   | 3             | 2                                | 1                                    |
| AT2. Suppose a person seriously hurts someone for stealing his/her spouse. You ...                                   | 3             | 2                                | 1                                    |
| AT3. Suppose a person kills someone who has raped his/her child. You ...   | 3             | 2                                | 1                                    |
| AT4. If your community feels threatened by an individual and someone kills that person, you ...                      | 3             | 2                                | 1                                    |
| AT5. If a group of individuals begins to carry out "social cleansings"--that is, to kill undesirable people, you ... | 3             | 2                                | 1                                    |

I am now going to read you some statements. Please tell me whether you agree or disagree with each.

| Statements  | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|---|----------------|-------|----------|----------|-------------------|
| AT6. A person has the right to kill to defend his/her family.           | 5              | 4     | 3        | 2        | 1                 |
| AT7. A person has the right to kill to defend his/her home or property. | 5              | 4     | 3        | 2        | 1                 |
| AT8. A weapon in the house makes the home safer.                        | 5              | 4     | 3        | 2        | 1                 |
| AT9. Carrying a weapon makes a person safer.                            | 5              | 4     | 3        | 2        | 1                 |
| AT10. Street children should be put in jail.                            | 5              | 4     | 3        | 2        | 1                 |
| AT11. It is upsetting when the person who starts a fight is killed.     | 5              | 4     | 3        | 2        | 1                 |

## IR - INTERGROUP RELATIONS

I am now going to read you some statements. Please tell me whether you agree or disagree with each.

| Statements   | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|----------------|-------|----------|----------|-------------------|
| IR1. A neighborhood should be made up of a single social class.                          | 5              | 4     | 3        | 2        | 1                 |
| IR2. A neighborhood should be made up of people of the same religion.                    | 5              | 4     | 3        | 2        | 1                 |
| IR3. A neighborhood should be made up of people of a single ethnic origin or race.       | 5              | 4     | 3        | 2        | 1                 |
| IR4. A neighborhood should be made up of people with the same political ideas.           | 5              | 4     | 3        | 2        | 1                 |
| IR5. People have the right to expel certain groups from their neighborhood or community. | 5              | 4     | 3        | 2        | 1                 |

## NR - NATIONAL RELATIONS

I am now going to read you some statements. Please tell me if you agree or disagree with each.

| Statements  | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|---|----------------|-------|----------|----------|-------------------|
| NR1. War is necessary to settle differences between countries.                                | 5              | 4     | 3        | 2        | 1                 |
| NR2. The government should negotiate an agreement with groups that use violence to oppose it. | 5              | 4     | 3        | 2        | 1                 |
| NR3. A military presence in the streets is necessary to control violence in the country.      | 5              | 4     | 3        | 2        | 1                 |

## CR - CONFLICT RESOLUTION SKILLS

Generally speaking, all people face conflicts at some time, and there are different ways of dealing with them. I am going to read you ways of handling conflicts, and I would like you to tell me how often you use them.

| statements   | always | almost<br>always | some-<br>times | almost<br>never | never |
|--|--------|------------------|----------------|-----------------|-------|
| CR1. When there is a problem, I know how to control my temper and stay out of fights.  | 5      | 4                | 3              | 2               | 1     |
| CR2. If someone insults me, I may lose control and get into a fight.   | 5      | 4                | 3              | 2               | 1     |
| CR3. If someone hurts me, I assume they did it on purpose.   | 5      | 4                | 3              | 2               | 1     |
| CR4. If I have a serious conflict or disagreement with my partner, I can explain my reasons without getting upset.                 | 5      | 4                | 3              | 2               | 1     |
| CR5. If I need to correct a child, I know how to talk or reason with it and explain why some of the things that it does are wrong. | 5      | 4                | 3              | 2               | 1     |

## FN - FAMILY NORMS/ATTITUDES

FN1. How often were you spanked as a child?

- (1) Never ---> **GO TO SECTION P/C**
- (2) Very rarely
- (3) Once a month or so
- (4) Once a week or so
- (5) Almost daily

FN2. With what were you hit as a child?

- (1) The hand
- (2) A shoe
- (3) A stick, a strap, or a whip
- (4) Any hard object
- (5) All of the above

**P/C - PARENTS/CARETAKERS**

P/C1. Do you have or take care of children aged 2 to 15?

(1) Yes (2) No ---> **GO TO SECTION CO**

P/C2. How many children or adolescents do you have or care for? \_\_\_\_\_

P/C3. How many of these children or adolescents live with you? \_\_\_\_\_

P/C4. How many of these children or adolescents are yours? \_\_\_\_\_

**---> IF THE INTERVIEWEE HAS NO CHILDREN, GO TO QUESTION P/C16**

P/C5. In what year was your first child born? 19 \_\_\_\_

**---> IF THE INTERVIEWEE DOES NOT RECALL THE YEAR, ASK THE AGE OF THE OLDEST CHILD: \_\_\_\_\_**

P/C6. Of the children or adolescents you care for, what is the name of the one who had the most recent birthday?  
\_\_\_\_\_

P/C7. Is (***NAME OF THE CHILD***) your son or daughter? (1) Yes (2) No

**---> INDICATE THE SEX OF THE CHILD OR ADOLESCENT. IF NOT CLEAR, ASK QUESTION B7.**

P/C8. What sex is .... **---> MENTION THE NAME OF THE CHILD**

( 1) Male (2) Female

P/C9. How old is (***NAME OF THE CHILD***)? \_\_\_\_\_

I am going to mention some situations that may have arisen between you and --- (*name of the child*). Please indicate how many times they have occurred in the past month--that is, since \_\_\_\_\_ (*the month prior to the interview*).

| Situations   | Almost every day (>3 x wk) | Once a week (1-2 x wk) | Several times in the past month (<4 times) | Never, or at least not in past month |
|--|----------------------------|------------------------|--|--------------------------------------|
| P/C10. How many times in the past month have you had to punish ( <b><i>--&gt; Name of the child</i></b> ) by not allowing her/him to do something she/he enjoys? | 4                          | 3                      | 2  | 1                                    |
| P/C11. How many times in the past month have you had to shout at ( <b><i>--&gt; Name of the child</i></b> ) in anger?  | 4                          | 3                      | 2  | 1                                    |
| P/C12. How many times in the past month have you had to spank ( <b><i>--&gt; Name of the child</i></b> )?  | 4                          | 3                      | 2  | 1                                    |
| P/C13. How many times in the past month have you had to hit her/him somewhere on the body other than the buttocks with an object such as a strap or a stick?     | 4                          | 3                      | 2  | 1                                    |

## CO - COUPLES (SPOUSES/OR DOMESTIC PARTNERS)

CO1. How many times have you been married or have you lived with someone, including your present partner? \_\_\_\_\_

**---> (00) IF THE INTERVIEWEE HAS NOT BEEN MARRIED OR LIVED WITH A DOMESTIC PARTNER, GO TO SECTION OB**

CO2. In what year did you get married or begin living with someone? 19 \_\_\_\_ \_\_\_\_

**---> IF THE INTERVIEWEE DOES NOT RECALL THE YEAR, ASK THE AGE AT WHICH THE PERSON MARRIED OR BEGAN LIVING WITH A DOMESTIC PARTNER:**

CO3. Do you currently live with your spouse or domestic partner?

- (1) Yes                      (2) No---> **GO TO SECTION OB**

Couples have different ways of settling their differences. I will now mention certain things that may take place when you have differences, problems, or disagreements with your partner. Please tell me how many times you have done each of the following things when you have had differences, problems, or disagreements and how many times your partner has done them to you in the past 12 months.

**---> SHOW CARD # 4**

|   | <b>Often<br/>(≥6 times)</b> | <b>Sometimes<br/>(3-5 times)</b> | <b>Rarely<br/>(1-2 times)</b> | <b>never, (or<br/>not in the<br/>past year)</b> |
|---|-----------------------------|----------------------------------|-------------------------------|---|
| CO4. How many times in the past 12 months have you shouted in anger at your partner?                                | 4                           | 3                                | 2                             | 1   |
| CO5. How many times in the past 12 months has your partner shouted in anger at you?                                 | 4                           | 3                                | 2                             | 1   |
| CO6. How many times in the past 12 months have you struck your partner?   | 4                           | 3                                | 2                             | 1   |
| CO7. How many times in the past 12 months has your partner struck you?  | 4                           | 3                                | 2                             | 1   |
| CO8. How many times in the past 12 months have you struck your partner with an object that could have hurt him/her? | 4                           | 3                                | 2                             | 1   |
| CO9. How many times in the past 12 months has your partner struck you with an object that could have hurt you?      | 4                           | 3                                | 2                             | 1   |

## OB - OTHER BEHAVIOR

Sometimes people have problems with people they know or with strangers, sometimes because they are in a bad mood or for some other reason. I am going to mention some things that might happen. Please indicate how many times you have done each of these things in the past 12 months.

|  | Often ( $\geq 6$ times) | Some-times (3-5 times) | Rarely (1-2 times) | Never, or not in the past year |
|--|-------------------------|------------------------|--------------------|--------------------------------|
| OB1. In connection with some problem, have you <b>insulted</b> someone who is not a family member in the past 12 months? | 4                       | 3                      | 2                  | 1                              |
| OB2. <b>Have you threatened to seriously</b> harm someone who is not a family member in the past 12 months?              | 4                       | 3                      | 2                  | 1                              |
| OB3. <b>Have you assaulted</b> someone who is not a family member in the past 12 months?                                 | 4                       | 3                      | 2                  | 1                              |
| OB4. Have you made use of someone else to harm a person with whom you have had problems in the past 12 months?           | 4                       | 3                      | 2                  | 1                              |

## VI - VICTIMIZATION EXPERIENCES

The following section refers to acts of violence against you that may have occurred within the past 12 months. Please think back on what has happened to you in the past 12 months in order to answer the questions.

| Acts of violence   | How many times? | Did you report the incident the last time? |
|--|-----------------|--|
| VI1. Have you had something taken from you in the past 12 months by someone who was armed?   |                 | (1) Yes (2) No                             |
| VI2. Have you witnessed an armed robbery of some other person in the last 12 months?   |                 | (1) Yes (2) No                             |
| VI3. Has any policeman or other public authority extorted money from you in the past 12 months?  |                 | (1) Yes (2) No                             |
| VI4. Has someone who is not a policeman or public authority threatened you in order to extort money from you in the past 12 months?  |                 | (1) Yes (2) No                             |
| VI5. Has anyone threatened you to force you to change your place of residence, to change your opinions, or to remain silent in connection with something you knew in the past 12 months? |                 | (1) Yes (2) No                             |
| VI6. Have you been beaten by some other person or persons in the past 12 months?   |                 | (1) Yes (2) No                             |
| VI7. Have you been mistreated or beaten by the police in the past 12 months?   |                 |  |
| VI8. Have you been wounded with a sharp weapon in the past 12 months?  |                 | (1) Yes (2) No                             |
| VI9. Have you been wounded with a firearm in the past 12 months?   |                 | (1) Yes (2) No                             |
| VI10. Have you seen someone wounded by a sharp weapon or firearm in the past 12 months?  |                 | (1) Yes (2) No                             |
| VI11. Have you or a close relative received death threats in the past 12 months?   |                 | (1) Yes (2) No                             |
| VI12. Have you or a close relative been kidnapped in the past 12 months?   |                 | (1) Yes (2) No                             |
| VI13. Has a close relative of yours been murdered in the past 12 months?   |                 | (1) Yes (2) No                             |
| VI14. Have the police mistreated you or beaten you in the past 12 months?  |                 | (1) Yes (2) No                             |



**WE - WEAPONS**

WE1. Do you keep any firearms (pistol, revolver, rifle) in your home?

(1) Yes

(2) No---> **GO TO QUESTION WE4**

WE2. If yes, what is your main reason for owning such a weapon?

(1) Sport or hunting

(2) Personal protection

(3) Professional activity

WE3. When you leave your house, do you take a weapon with you for protection?

(1) Yes (2) No ----> **GO TO SECTION OP OR END OF INTERVIEW**

WE4. If you could, would you own a firearm for protection?

(1) Yes

(2) No

## OP - OPTIONAL QUESTIONS

How do you feel in the following places as far as your personal security is concerned?

|  | <b>Very safe</b> | <b>Safe</b> | <b>Very unsafe</b> |
|--|------------------|-------------|--------------------|
| OP1. In your home or apartment                       | 1                | 2           | 3                  |
| OP2. On the streets of your community during the day | 1                | 2           | 3                  |
| OP3. On the streets of your community at night       | 1                | 2           | 3                  |
| OP4. On mass transportation                          | 1                | 2           | 3                  |
| OP5. In the center of the city                       | 1                | 2           | 3                  |

Because of your fear of falling victim to violence you currently ....

|   | <b>A great deal</b> | <b>Somewhat</b> | <b>Not at all</b> |
|---|---------------------|-----------------|-------------------|
| OP6. Have limited the places where you go shopping                                    | 3                   | 2               | 1                 |
| OP7. Have limited recreational activities you formerly enjoyed                        | 3                   | 2               | 1                 |
| OP8. Have needed to acquire weapons to protect yourself                               | 3                   | 2               | 1                 |
| OP9. Have felt the need to move to another city or area within or outside the country | 3                   | 2               | 1                 |

OP10. Please note three things that make you feel proud of this country:

OP11. Please note three things that make you feel ashamed of this country:

# Research in Public Health

## Technical Papers

Project ACTIVA

2

### **Interviewer Manual**

Multicenter Study:  
Cultural Norms and Attitudes  
Toward Violence in Ibero-  
American Cities



Research Coordination  
Health and Human Development Division

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# **Interviewer Manual Multicenter Study on Attitudes and Cultural Norms on Violence in Selected Cities of Latin American and Spain**

## **Project ACTIVA**

### **INTRODUCTION**

Violence has been on the rise throughout the world, and our Hemisphere is no exception.

Accordingly, the Pan American Health Organization has decided to carry out a Hemisphere-wide study to collect data that will enable prevention strategies to be developed. The study has the following objectives:

- Identify the cultural norms, attitudes, aptitudes, and skills of people from 18 to 70 years of age living in metropolitan regions, with a breakdown by sociodemographic variables.
- Identify and establish the association between the credibility of people working in justice, safety, and law and order, and the conflict resolution skills that individuals develop at the individual, family, and community level.
- Identify and establish the association between the people's experiences with violence (victimization) and their attitudes and behavior toward violence, as well as their conflict resolution skills.

This study is clearly of paramount importance, not only because of its theory and methodology--comparing an entire system of variables using various cultures and circumstances--but especially because its findings will make it possible to deal with one of the most acute and pressing problems of the Region. More precisely, the results of this study will serve as the groundwork for:

- Developing and evaluating policies and plans for the prevention of urban violence and establishing decision-making criteria.
- Designing programs and projects for violence prevention and developing alternative attitudes, skills, and practices for individuals in conflict resolution.
- Serving as a baseline for the evaluation of violence prevention and public safety policies, plans, and programs.

A questionnaire will be distributed almost simultaneously in the following cities:

- |                         |                              |
|-------------------------|------------------------------|
| 1. Houston, Texas       | 2. San Salvador, El Salvador |
| 3. San José, Costa Rica | 4. Cali, Colombia            |
| 5. Caracas, Venezuela   | 6. Rio de Janeiro, Brazil    |
| 7. Bahia, Brazil        | 8. Santiago, Chile           |
| 9. Madrid, Spain        |                              |

The data collection stage is vital to the study, since the reflection of reality that we seek to evaluate and understand can be guaranteed if an effective selection process for interviewees and an objective and diligent interview process are ensured. This manual is designed to orient the field supervisor in the field work, although it is by no means intended to replace the training that should take place before the data collection begins. It is, rather, a summary of the material covered in the training.

## **DUTIES AND RESPONSIBILITIES OF THE INTERVIEWER**

1. Attend and actively participate in the training course.
2. Study this manual thoroughly.
3. Carry out the work following instructions given in the course by the Supervisor and expressed in this manual.
4. Take care of any material you receive and return it to the Supervisor as instructed.
5. Wear the interviewer identification so that it is visible.
6. Always carry this manual with you, together with all documents and other necessary materials.
7. Carry out the assigned work responsibly and thoroughly.
8. Maintain a respectful and courteous relationship with the Supervisor and other colleagues.
9. Respect the confidentiality of the information obtained.
10. Discuss with the Supervisor any questions and problems that could affect the progress of the work.
11. Politely request the information necessary for the survey.
12. Report to the Supervisor any cases who refuse to provide information and cases in which you suspect that false or inconsistent data has been provided.
1. Return at least two more times to any household with interviews pending and to those homes where data needs to be confirmed, at the discretion of the Supervisor.

## PROHIBITED ACTIONS

1. You, the interviewer, may not disclose the data collected or leave it within the reach of outsiders. Avoid expressing negative comments about the people, the housing, and the environment in general in the communities where you are working.
2. Do not alter the data collected through interviews or subsequently fill in any unanswered questions.
3. Do not suggest the answers to any question when the interviewee hesitates or is in doubt.
4. You may not be accompanied or assisted in your work by unauthorized persons.
5. Do not pressure the interviewee in giving requested data.
6. Do not discuss the collected data with other interviewers.
7. Do not pose questions other than those indicated in the questionnaire.
8. Do not enter false data, or alter or omit the data received.
9. Do not show up for work under the influence of alcohol or drugs.
10. Do not make promises to the interviewees as an incentive for providing data, thus creating false expectations.
11. Do not intimidate or coerce the interviewees into providing data.
12. Do not use field time for any purpose other than conducting the survey (political, religious, business, etc.).
13. Whenever possible, do not conduct the interview in the presence of other household members. In all cases, never allow individuals other than the interviewee to suggest or give responses.

## SELECTION PROCESS

### Introduction

One of the most important steps in any survey is selecting suitable candidates to conduct the interviews. Insofar as this process is carried out accurately and thoroughly, the results can then be applied to the study population.

### Sampling

The target population for studies involving surveys is generally too large to allow all subjects to be interviewed. For example, consider the present study: the total population of each city's metropolitan region is several million.

We are thus compelled to interview only a small subgroup of that larger population. However our goal is to clearly characterize the entire population, based on the interviews of a small group, known as a "*sample*".

Of course, to ensure that the sample fairly represents the population as a whole, we must be certain that the people interviewed display all the variations of opinion and behavior possible for that population. In order to achieve this, there is a series of statistical mechanisms that allow us to guarantee representativeness on the one hand, and calculate the margin for error on the other hand. One of the key mechanisms of this method is guaranteeing that all subjects of the population have the same probability of being included in the sample. Any violation of this principle is called a "*bias*".

With direct supervision of PAHO, the coordinating office for the study has developed a very detailed selection process. You must follow this process strictly, since any modifications will imply a bias and, consequently, an increase in the probability that the final results will not reflect the population. Accordingly, it is necessary that you accurately comply with the following instructions:

### **Selecting the Households**

For each route, you will receive a map of the neighborhood where you will conduct interviews. The homes where you will be selecting the subjects will be marked on this map. Only these households are included in the study, and each one should be contacted accordingly. You are not authorized to substitute one household for another or select an additional household for any reason. Consider, for example, that if you decide to approach the home of people you know, then they have a greater probability of being included in the sample, which would imply a *bias*, as explained above. Similarly, if you skip a house because no one answered on the first try or because there was an angry dog at the entrance, the subjects at this house will have less probability of being included in the sample. This again would constitute a *bias*.

### **Completing the Descriptive Table for the Household (DE2)**

Once you have located the house, using the map, you should interview a family member (in this case, any member) and enter the requested data for each family member in the table on the second page, labeled "DE2".

The order in which the various family members are included in the table is crucial, since it is used to select the interviewees. It is important that emphasis be placed on defining a "regular family member" as an individual who eats and sleeps in that residence most of the week. If some family members do not meet this requirement, do not include them in the table.

First, you should enter the data for the head of the household. If the person being interviewed explains that there are two heads of household, for instance, a husband and wife, ask which of the two normally makes decisions in the home. If there is still no clear answer, ask which individual provides more income.

Next, in the second row, enter the name of the spouse of the head of household, if any. Then, ask the following information regarding the head of household: children, who should be listed by age, from the oldest to the youngest; next, parents (if they live in that house) by age, then parents-in-law (if they live in the home), then siblings, by age (if any



live in the home), next grandchildren, also by age (if any live in the home), then sons- and daughters-in-law, by age (if they live in the home), then continue by entering the names of other family members who regularly live in the house by age, and finally any nonfamily members who regularly live in the home, also by age. Please note that a code has been included for the housekeeper, who should be included in the data (if there is one), but that individual should not be interviewed, even if the name is in a row marked with an asterisk.

If the individual who is being interviewed does not remember something about any one of the family members, ask to interview another person who can provide that information, to ensure that the information necessary for the table is complete.

## Selecting the Subject(s) to Interview

Once the table registering the family is complete, you should select the person or persons who are to be interviewed to answer the questionnaire.

Notice that the table has a column (column 2) with the heading "SEL". In this column, you will find that every fourth row has an asterisk (\*). This asterisk signifies that the individual entered on that row should be interviewed in order to complete the questionnaire. Again, you are not authorized to use a substitute for that individual under any circumstances. Consider again that if you replace this person by someone who is home at that moment, the person replaced will have a lower probability of being included in the sample, while the individual substituted will have a greater probability, and this constitutes another example of *bias*. However, if the person listed beside the asterisk is under 18 or over 70 years of age, then that individual is not part of the target population and thus should not be interviewed.

If the person selected is not at home at the time of your first interview, you should ask when the best time would be to contact that individual and note the time in the third column of the table, under the heading "APPOINTMENTS". At the time indicated, you should try to contact the individual; if unsuccessful, again ask for a suitable time and then visit the house a third time. Again, it is of the utmost importance that you make the three attempts, or follow-ups, because otherwise, people with a complicated schedule would have a lower probability of being included in the sample, and this, as we already know, is a *bias*. If the three attempts fail, then this individual will be considered a "no contact", and will not be interviewed, but will not be substituted either.

Nevertheless, bear in mind that you may have more than one interview in a large household, that is, when more than one row marked with an asterisk corresponds to an individual in the target age group (18 to 70). If this is the case, every individual who has an asterisk beside his name in the table and is between 18 and 70 years of age should be interviewed. For this purpose, there are blank questionnaires in your package that have no segment or house identification number on them. These questionnaires are to be used to interview a second or third member of the household. The interview will be conducted under the same conditions as for the first family member, except that there is no need to complete table DE2. It is, however, necessary to indicate the corresponding house and segment number on the cover page, so that the second questionnaire can be matched to the first questionnaire with the table for the corresponding family. Notice also that the blank

questionnaires have no asterisks in the table. You must enter the corresponding subject number for that interview in the table and duplicate the individual's data in the proper row, i.e., family relation, sex, age, educational level, and income, if any. All this must be entered in the exact row according to his position in the family.

Yet another scenario is when a household has few family members (three or less), and no one is listed in a row in the table marked with an asterisk. In that case, the table must be completed, but no interviews will be conducted.

## **CONDUCTING THE INTERVIEW**

### **Introduction**

Conducting an interview requires a special ability on the part of the interviewer, so that he succeeds in obtaining all the necessary information, thoroughly and objectively, while being courteous and respectful.

To this end, the interviewer must keep the interviewee motivated throughout the process, maintaining his/her interest while subtly and skillfully overcoming resistance and the tendency to invent.

### **Motivators**

Before an interview, a series of factors can help lead to interview acceptance:

#### **Share the expectations**

Most people need to share their expectations regarding problems and situations of general interest. This survey deals with a topic that in recent years public opinion polls have called one of today's major problems. It is therefore important to consider the topic as the first motivation for conducting the interview.

#### **Recognition**

It is a basic social need to be acknowledged by other people or organizations. As a result, emphasize the importance of the interviewee's opinions about the organizations promoting the study and about establishing programs that seek solutions to the issues at hand.

#### **Altruism**

You can take advantage of the fact that many people enjoy helping others. Participating in the interview is not only direct collaboration with the interviewer but collaboration to help find solutions to a critical problem.

## **Understanding and empathy**

The interview implies the possibility of establishing a relatively intimate relationship with another person and being able to express ideas and opinions in front of someone who is willing to listen.

## **New experience**

Participating in a survey as an interviewee may be a new experience for someone, who may find it stimulating and interesting. This now happens less frequently.

## **Catharsis**

The interview may be an opportunity for some people to express feelings and opinions that have been suppressed or at least concealed for a long time, especially during an interview on violence. However, the cathartic process may be very intense, at which point the interviewer should refer the interviewee to organizations that specialize in such cases. A list of such organizations will be included in the package prepared for you.

## **Compensation**

Participation in some surveys result in direct compensation. This is not the case with this study. Promises of rewards should not be made, although you may point out the impact that the data obtained will have in developing prevention programs.

There are clearly different ways to encourage participation in the survey. The interviewer must skillfully and intelligently control each motivator to avoid an initial refusal and to foster a smooth and courteous interview from start to finish.

## **Inhibitors**

Along with motivators, there are inhibitors that will pressure interviewees to avoid the interview or show resistance when some topics or questions are addressed. The principal inhibitors include:

### **Time**

Completing the interview will compete with others activities that the individual may need to perform in or outside of the home. The interviewer should insist on the brevity of the process, but should first determine if that particular time is appropriate to introduce the questionnaire, or if an appointment to continue later in the day or week would be more convenient.

### **Threats to self-confidence**

Often, the subject matter covered in the interview can result in an actual threat to the interviewee, either because it opens deep-suppressed feelings, because the individual may expect to be blamed for past actions or inaction, or because the responses may indicate a loss of status. The interviewer should always watch for signs of resistance and

provide a warm and sympathetic environment. He should also reinforce the confidentiality and anonymity of the study. The principal signals of a threat to self-confidence are, *inter alia*:

- **Evasion:** The individual does not directly answer the question and may even jump to a different topic.
- **Refusal:** The individual refuses to answer a particular question, either emphatically or by offering an unsatisfactory excuse.
- **Depersonalization:** The question is answered, but through a third person (neighbors, friends, etc.) and by avoiding any personal involvement.
- **Minimization:** Some behaviors or feelings are admitted, but the significance that they have is minimized.
- **Rationalization:** The individual admits to something but seeks to justify it.

## **Label**

Some topics (including this study topic) provoke resistance, since they are considered "*not well looked upon*" or inappropriate topics to discuss with a stranger. Again, a warm and friendly environment and the guarantee of confidentiality and anonymity are necessary to prevent this kind of resistance.

## **Trauma**

Similarly, subjects such as violence can bring traumatic experiences to the fore, making it difficult or impossible to continue the interview. The interviewer must pay special attention to such situations. It may be preferable, in some cases, to stop the interview, and instead refer the individual to one of the recommended organizations.

## **Confusion**

The quality of the responses may be altered due to chronological, spatial, or inferential confusion. The interviewer should watch for any contradictions or omissions, and if possible, bring them to the individual's attention while maintaining a warm and respectful environment.

## **Unconscious processes**

Some topics may elicit responses of which the interviewee is not completely aware. These developments are very difficult or impossible to manage, although the design of the questionnaire--through scales--seeks to confront the problem to some extent.

## **Signs of Resistance**

In addition to the inhibitors listed above, there are also some clear signs of resistance that may surface during the interview that the interviewer should identify and deal with in a timely manner:

**“I am very busy:”**

As mentioned above, this situation could be very real (for example, the individual is in the middle of cooking or a child is crying uncontrollably). In many cases, however, this statement is actually an excuse to avoid the interview, either because of laziness or because the interview somehow represents a threat. The interviewer must try to assess the situation appropriately to determine whether he should postpone the interview, or, on the contrary, make use of motivators and empathy to convince the person to agree to the interview.

**“I don’t know anything:”**

This statement usually comes from a feeling of insecurity. The interviewer should underscore the importance of the responses, and should also initially tell the interviewee that the questions require opinions, not facts. It is generally advisable to begin the first question quickly, so that the individual will realize that he is indeed able to answer.

**“I don’t know, I don’t remember:”**

Experience dictates that this expression is generally associated with the need for time to think about the answer. Thus, the interviewer should wait quietly for twenty seconds and the answer will usually come. If not, he should encourage the interviewee by giving him confidence, and then immediately repeat the question.

**“...and what do you think?”**

A way of avoiding a response to an uncomfortable question is to turn the question around. The interviewer should stress the importance of the interviewee’s responses and state that the interviewer cannot give opinions, since this would influence the interview.

**“What does that mean? I don’t understand”**

Once again, such responses are simply signs of resistance. In light of this, the interviewee’s confidence should be bolstered and the importance of his/her role stressed. Then, the question should be repeated exactly as presented in the questionnaire.

Proper use of motivators and inhibitors, careful preparation of a warm and comfortable environment, and intelligent and skillful management of the signs of resistance will guarantee a thorough and objective interview. Thus, in principle, if the interviewer elicits the initial “yes”, then he will be able to obtain an answer to each and every question on the questionnaire.

## **Presentation**

An important factor in preventing refusals is a proper presentation, including the following points:

### **Sponsor**

The interviewer should identify the organization or organizations that are promoting the study. In this case, the Pan American Health Organization and the local institution for each country should be emphasized. It is also important to mention that the study is being conducted simultaneously in the majority of the countries of the Hemisphere and in Spain.

### **Purpose**

The interviewer should explain why this study is being conducted and for what purpose. Specifically, it is advisable to indicate that the study is compiling data that will make it possible to develop programs for the prevention of violence.

### **Explanation of the selection process**

It is important that the interviewee know that he has been selected at random, and that another 1,200 people are being interviewed throughout the city.

### **Anonymity**

To initially create an environment of trust, it is critical to assure the interviewee that the interview is anonymous and that the confidentiality of the data collected is guaranteed by two prestigious organizations.

### **Use of the information**

It should be explained that the information obtained will be analyzed comprehensively, that is, all 1,200 questionnaires together so that data are never manipulated individually. This guarantees anonymity and confidentiality. In the same way, the reports that are prepared will never identify the interviewees.

### **Possible benefits**

In this case, the interviewer should insist on the importance of the research to succeed in combating violence.

## **DOCUMENTS**

For each assignment, you will receive a package containing the following documents:

1. A map of the relevant census segment. The 10 houses that you must contact will be indicated on the map.

2. A set of 10 questionnaires with a cover page with the following legend in the upper right-hand corner:

N° \_\_\_\_\_ SEG. \_\_\_\_\_  
HOUSE #: \_\_\_\_\_

Each of those questionnaires will already have the segment and house number indicated. You should not write anything in these fields. Each questionnaire also contains table DE2 on page 2, with asterisks marked every four rows.

These are the standard questionnaires for each household.

A set of five additional questionnaires, with a blank legend on the cover page and no asterisks in table DE2.

3. These five questionnaires are the ones to be used when more than one person per household needs to be interviewed (see "Selection Process" above).
4. A set of cards for the questions that call for it.
5. An official letter introducing the study and the interviewer.

In addition to these documents, for each assignment you will receive an identification card to wear so that it is visible, and a copy of this manual.

## THE QUESTIONNAIRE

### Introduction

The questionnaire consists of 15 different sections:

- |     |     |                                 |
|-----|-----|---------------------------------|
| 1.  | DE. | Demographics                    |
| 2.  | IN. | Institutions                    |
| 3.  | AS. | Social Attitudes                |
| 4.  | NO. | Norms                           |
| 5.  | AC. | Attitudes                       |
| 6.  | RI. | Inter-Group Relations           |
| 7.  | RN. | National Relations              |
| 8.  | HA. | Abilities                       |
| 9.  | NF. | Family Standards                |
| 10. | NI. | Parents/Guardians               |
| 11. | PA. | Couples (spouses or companions) |
| 12. | OC. | Other behaviors                 |
| 13. | VI. | Victimization                   |
| 14. | AR. | Weapons                         |
| 15. | OP. | Optional                        |

Each and every section should be covered in each interview, although sections NI and PA are to be completed only with those individuals who meet the initial requirements.

A detailed description of each section and each question follows.

## Cover page

As mentioned above (see "Documents"), you should not fill in the heading on the upper right hand corner. The number (No.\_\_\_\_) will be filled in at the office once you submit the completed questionnaire. The segment (SEG.\_\_\_\_) and house number (HOUSE #\_\_\_\_) will already have been filled in when you receive the questionnaires.

However, if you need to conduct more than one interview per household, then you do need to clearly note the segment and house number on each of the five extra questionnaires that were given to you.

Next, there is a table at the bottom of the cover page, with the following categories that you need to fill in:

- a. Date (on which the interview was conducted)
- b. Municipio (or district)
- c. Interviewer (write your full name)

## Sections

### Section DE - Demographics

DE1: Be sure to emphasize the definition of a member of the household. Note the total number of regular household members.

DE2: As explained above (see "Selection Process") you should fill in this table using one row for each regular family member and following the strict order established. Please note that the number of completed rows should coincide with the total number of regular members indicated in DE1. Any adult member of the household may provide the information for this section, as well as for questions DE3 and DE4. However, beginning with question DE5, only interview the selected individual directly.

Remember that if you need to interview more than one person in the household, you must use one of the blank questionnaires. Again, enter the corresponding segment and house number on the cover page and fill in the corresponding row in table DE2. Then, you may go directly to question DE5.

DE3: Record the total number of rooms that are used for sleeping. This question may be answered by any adult member of the household.



DE4: Note how many children 12 years of age or under currently attend school. Try to cross-check this information with what is recorded in table DE2. This question may also be answered by any adult member of the household.

DE5: From this question forward, you should only interview the selected individual.

Record the year in which the interviewee was born. If the interviewee does not remember the year, ask him how old he is, and enter the age in the questionnaire. Make it clear whether you entered the age or the year, and if it was the age, precede the number with the word *AGE*. Compare the information given by the interviewee with what is noted in the corresponding row of table DE2.

DE6: Enter the marital status of the interviewee.

DE7: Mark an "x" in the category that corresponds to the subject's response. If he has worked in the past week, go to question DE9 (occupation). If he has looked for employment, go to question DE12 (country of birth). If he did not work or look for work, go on to question DE8.

DE8: This question is intended to determine those people who are employed but who did not work in the last week for a special reason; for example, disability, vacation, etc. If this is the case, enter a "YES" and proceed to question DE9. Otherwise, check off the "NO", and skip to question DE11 (what does he do if unemployed).

DE9: Record the precise response given by the interviewee. Do not try to interpret, and write clearly. If an individual has more than one job, identify the occupation that generates the highest income.

DE10: Read the choice of responses. This question coincides with the occupation indicated in the previous question (DE9), i.e., if the interviewee has more than one job, he should discuss the work conditions for the occupation that generates the highest income. Once the response to this question has been recorded, go to question DE12 (country of birth).

DE11: This question should be asked only of those people who are unemployed and are not looking for work. Read the choice of responses.

DE12: If the interviewee was born in the country where the interview is taking place, check the "1" (this country) and go to question DE14 (religion). Otherwise, check the "2" (another country) and ask which country he was born in. Write the response in the allotted space and continue with question DE13.

DE13: Write the year in which the interviewee came to the country. If he does not remember the year, put down the age at the time of arrival and precede the answer with the word *AGE*.

DE14: Read each choice in the exact order in which it appears. When the interviewee's

religion is identified, note the response and proceed with the following question. The order is important to prevent people from automatically identifying themselves as Catholic, even though they may be practicing another religion. If the individual has no religion or does not believe in God, go to question DE16.

- DE15: Note the category that best describes the frequency with which the interviewee attends church or participates in religious activities.
- DE16: Show card # 1, and carefully read each category so that the individual can select the ethnic group to which he belongs. Write the response, even if his physical appearance does not coincide with it.
- DE17: Record the number of hours of television the individual watches on average on any given day of the week.
- DE18: Record the number of hours of television the individual watches on average on any given day of the weekend.
- DE19: Slowly read through the three choices of responses and note the response.
- DE20: Slowly read the statement. Please note that you should begin by asking the interviewee to simply indicate whether or not he agrees with the statement. Once this has been done, ask him to specify whether he feels strongly about his answer or not.
- DE21: Indicate how often the interviewee has more than five (5) alcoholic beverages. If never, go to section IN (institutions).
- DE22: Indicate where the individual goes most often to have more than five (5) alcoholic beverages.

## **Section IN - Institutions**

Slowly read the text and then evaluate each institution (IN1 to IN7), reading the possible responses for at least the first two.

In Costa Rica, the Prosecutor's Office (IN4) and the Army (IN5) will not be evaluated. In some countries you may have to substitute the name of Citizen's Advocacy Office (IN6) with Human Rights Office, or a similar institution.

## **Section AS - Social Attitudes**

AS1: After the question, read the first three possible answers.

AS2 and AS3: Slowly read the corresponding sentence. First determine whether the individual agrees or disagrees, and then to what extent he agrees or disagrees -- "a great deal" or "somewhat".

AS4: Read the question slowly, since it is very long.

AS5: The types of responses are long and complicated, so you should present card #2 to help the interviewee. In addition to the card, read each response slowly.

## **Section NO - Norms**

Read the text slowly, and then determine whether the individual agrees or disagrees with each item, and then to what extent he agrees or disagrees -- "a great deal" or "somewhat".

## **Section AC - Attitudes**

AC1 to AC5: Slowly read the text. Next, present card # 3 and evaluate each item, again reading the three possible responses.

AC6 to AC11: Read the text, and then determine whether the individual agrees or disagrees with each item, and then to what extent he agrees or disagrees -- "a great deal" or "somewhat".

## **Section RI -Inter-Group Relations**

Read the text, and then determine whether the individual agrees or disagrees with each item, and then to what extent he agrees or disagrees -- "a great deal" or "somewhat".

## **Section RN - National Relations**

Read the text, and then determine whether the individual agrees or disagrees with each item, and then to what extent he agrees or disagrees -- "a great deal" or "somewhat".

## **Section HA - Abilities**

Read the text and then determine how often the interviewee displays each behavior.

## **Section NF -Family norms**

NF1: Ask how often the interviewee was beaten as a child. If he responds "never", go to the next section (NI - PARENTS). Otherwise, continue with question NF2.

NF2: Read the possible responses as well the question.

## Section NI. - Parents/Guardians

It is very important in this section to emphasize that the questions refer to boys, girls, and adolescents. For each question, read the three types clearly (boys, girls, or adolescents). If this is not done, people tend to consider only men and small children.

- NI1: If the interviewee does not have or take care of boys, girls, or adolescents between 2 and 15 years of age, check off the "2" and go to the next section (PA - COUPLES). Otherwise, continue with the following question.
- NI2: Note how many children or adolescents the interviewee has or takes care of.
- NI3: Note how many children or adolescents live with the interviewee.
- NI4: Note how many children or adolescents the interviewee has.
- NI5: Record the year that the interviewee's first son or daughter was born. If the interviewee cannot remember the year, ask instead how old the eldest child is, but then precede the figure with the word *AGE*.
- NI6: This question is asked in such a way to ensure that a child is chosen at random. Read the question as it is written in the questionnaire and write down the name of that boy, girl, or adolescent.
- NI7: From this point forward, whenever the following message appears (*NAME OF THE CHILD*), you should insert the name written in question NI6.
- NI8: If you can clearly distinguish the sex of the child from the name in NI6, then note the sex of the child without asking question NI8. If, however, the sex is not clear from the name, then pose the question.
- NI9: Put down the age of the child named in question NI6.
- NI10 to NI13: Slowly read the text and then ask each question, clearly using the child's name as noted in question NI6.

## Section PA - Couples

- PA1: Ask how many times the interviewee has been married or lived with someone. If never, then go to the following section (OC - OTHER BEHAVIORS).
- PA2: Note the year in which the interviewee got married or began living together for the first time. If he does not remember, ask the age at which the interviewee got married or began living with someone for the first time, but precede this figure with the word *AGE*.

PA3: Note whether the interviewee currently lives with his spouse or companion. If not, go to the following section (OC - OTHER BEHAVIORS).

PA4 to PA9: Slowly read the question and then evaluate each item, emphasizing the difference between the aggressor and the victim (for example: you shouted vs. your partner shouted at you).

## **Section OC - Other Behaviors**

Slowly read the question and then evaluate the four items.

## **Section VI - Victimization**

Slowly read the question and then evaluate each item. First ask how often the individual has been in each situation over the past 12 months. If at least once, then ask whether the interviewee complained about the situation when it happened last. If that particular situation has never occurred, then go to the next item without asking about the complaint.

## **Section AR - Weapons**

AR1: Note whether the interviewee owns any type of firearm. If he has no firearms, go to question AR4. Otherwise continue with question AR2.

AR2: Indicate the reason for possessing the weapon.

AR3: Indicate whether the interviewee carries weapons outside of the house, and then go to the next section (OP - OPTIONAL), or finish the interview. This will vary in each country. Most cities in the study included some optional questions, but others did not. If there are no optional questions for your city, the interview ends here. Otherwise, go to the following section.

AR4: Bear in mind that this question applies only to those who indicated in question AR1 that they do not own weapons. Note the response. If there are no optional questions for your city, the interview ends here. Otherwise, go to the last section (OP - OPTIONAL).

## **Section OP - Optional**

OP1 to OP5: Read the question and then evaluate each of the five (5) items.

OP6 to OP9: Read the question and then evaluate each of the four (4) items.

OP10 and OP11: Read the question and then write down the responses of the interviewee. Write clearly and do not interpret the responses. Instead, record exactly what the interviewee stated.



# Research in Public Health

## Technical Papers

Project ACTIVA

2

### **Field Supervisor Manual**

Multicenter Study:  
Cultural Norms and Attitudes  
Toward Violence in Selected  
Cities of Latin America and  
Spain



Research Coordination  
Health and Human Development Division

Pan American Health Organization  
525 - 23rd Street, N.W.  
Washington, DC 20037, USA

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# **Field Supervisor Manual Multicenter Study on Attitudes and Cultural Norms on Violence in Selected Cities of Latin America and Spain Project ACTIVA**

## **INTRODUCTION**

Violence has been on the rise throughout the world, and our Hemisphere is no exception.

Accordingly, the Pan American Health Organization has decided to carry out a Hemisphere-wide study to collect data that will enable prevention strategies to be developed. The study has the following objectives:

1. Identify the cultural norms, attitudes, aptitudes, and skills of people from 18 to 70 years of age living in metropolitan regions, with a breakdown by sociodemographic variables.
2. Identify and establish the association between the credibility of people working in justice, safety, and law and order, and the conflict resolution skills that individuals develop at the individual, family, and community level.
3. Identify and establish the association between the people's experiences with violence (victimization) and their attitudes and behavior toward violence, as well as their conflict resolution skills.

This study is clearly of paramount importance, not only because of its theory and methodology--comparing an entire system of variables using various cultures and circumstances--but especially because its findings will make it possible to deal with one of the most acute and pressing problems of the Region. More precisely, the results of this study will serve as the groundwork for:

1. Developing and evaluating policies and plans for the prevention of urban violence and establishing decision-making criteria.
2. Designing programs and projects for violence prevention and developing alternative attitudes, skills, and practices for individuals in conflict resolution.
3. Serving as a baseline for the evaluation of violence prevention and public safety policies, plans, and programs.

A questionnaire will be distributed almost simultaneously in the following cities:

- |                         |                              |
|-------------------------|------------------------------|
| 1. Houston, Texas       | 2. San Salvador, El Salvador |
| 3. San José, Costa Rica | 4. Cali, Colombia            |
| 5. Caracas, Venezuela   | 6. Rio de Janeiro, Brazil    |
| 7. Bahia, Brazil        | 8. Santiago, Chile           |
| 9. Madrid, Spain        |                              |

The data collection stage is vital to the study, since the reflection of reality that we seek to evaluate and understand can be guaranteed if an effective selection process for interviewees and an objective and diligent interview process are ensured. This manual is designed to orient the field supervisor in the field work, although it is by no means intended to replace the training that should take place before the data collection begins. It is, rather, a summary of the material covered in the training. The supervisor is also required to study the *Interviewer Manual*.

## **DUTIES AND RESPONSIBILITIES OF THE FIELD SUPERVISOR**

1. Attend and actively participate in the training course.
2. Study this manual and the Interviewer Manual thoroughly.
3. Carry out the work based on the instructions received during the course from the Office Supervisor and expressed in this manual.
4. Take care of the material received and return it to the Office Supervisor as per the instructions.
5. Wear your field supervisor identification so that it is visible.
6. Always carry this manual with you, together with other documents and necessary materials.
7. Carry out the assigned work responsibly and thoroughly.
8. Maintain a respectful and courteous relationship with the Office Supervisor, the interviewers, and other colleagues.
9. Respect the confidentiality of the information obtained.
10. Discuss all questions and problems that could affect the work with the Office Supervisor.

## **PROHIBITED ACTIONS**

1. You, the supervisor, may not disclose the data collected or leave it within the reach of outsiders. Avoid expressing negative comments about the people, the housing, and the environment in general in the communities where you are working.
2. Do not alter the data collected through interviews or subsequently fill in any blank questions.
3. You may not be accompanied or assisted in your work by unauthorized persons.
4. Do not discuss the information obtained with the interviewers or with other field supervisors.
5. Do not use work hours for any purpose (political, religious, business, etc.) other than conducting the survey.

## **DOCUMENTS**

For each assignment, you will receive a package containing the following documents:

1. A map of the corresponding census segment. The 10 houses to be contacted by the interviewers will be indicated on the map.
2. A set of 10 blank questionnaires to replace any defective or incomplete questionnaires that the interviewers may have.
3. A set of cards for the questions that require it.
4. An official letter introducing the study and the field supervisor.
5. A table to record the refusals and the "no contacts."

In addition to these documents, for each assignment you will receive an identification card that should be visible at all times, a copy of this manual, and a copy of the Interviewer Manual.

## **Field work**

The work for which you are responsible is divided into two stages. First, you will accompany the interviewers in collecting data (*on-site* supervision); second, you will again visit the segment to evaluate the work carried out by the interviewers (*follow-up*).

## **ON-SITE SUPERVISION**

### **Before Leaving for the Field:**

1. Meet the Office Supervisor to determine the precise location of your work segment. If the location is not found on the map, you should visit the area before the field work begins to exactly pinpoint the segment.
2. Meet with the interviewer, review the assignment, assign the houses, and review the methodology and the responsibilities of each individual
3. Obtain the documentation prepared for you and the interviewers.

### **In the Field:**

1. Upon arrival, assign the houses to be contacted to the interviewers, ensuring that each interviewer can properly pinpoint the houses on the map and will visit only those houses that have been preselected
2. While the interviewers conduct the interviews, you should ensure that:
  - a. Table DE2 has been completed, strictly following the established procedures.
  - b. The proper individual has been selected, i.e., the person being interviewed corresponds to the name in the table marked with an asterisk.
  - c. The interviews are conducted according to the questionnaire, i.e., the order of the questionnaire is strictly followed.
  - d. The questions are asked as they are presented in the questionnaire, without change or personal interpretations.
  - e. The interview is conducted under the proper conditions, i.e., the interviewee is alone, or at least not surrounded by people who answer the questions or influence the responses.
  - f. A friendly, courteous, and pressure-free environment is maintained between the interviewer and the interviewee.
  - g. The pace of the interview is appropriate, i.e., the interviewer is not rushing through the questions, or, on the contrary, is not allowing the interviewee to continually distance himself from the survey questions.
  - h. Patiently and pleasantly answer any questions posed to you by the interviewees.

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## Before Leaving the Segment:

Once the interviews are completed, you should review the following items:

1. The total number of interviews corresponds to the total number assigned based on the preselected households and the data from each.
2. For each household, review table DE2 to ensure that it was completed properly and that all the interviews set up according to the table were completed.
3. If there was more than one interview per household, ensure that the association between the first questionnaire, containing the general household data, and additional questionnaires (second, third, etc.) is correctly identified on the cover page of each questionnaire. Remember that additional questionnaires should indicate the house number on the cover page, and the information corresponding to the subject interviewed should be reproduced in the proper row of table DE2.
4. Ensure that absolutely every question is answered in each questionnaire, except where a "skip" was the given response.
5. Review that the "skip" responses are respected as indicated in the questionnaire.
6. Record the number of rejections and "no contacts" received each day. This calculation should be done for each interviewer and for the entire segment.
7. If there are unanswered questions or mistaken "skip", ask the respective interviewer to return to that home to obtain the missing information.
8. If you notice that an interviewer has a refusal or "no contact" rate higher than the rest of the group, evaluate the situation with the interviewer and report it to the Office Supervisor.
9. If you discover that an interviewer is falsifying data, interrupt his work immediately, collect the questionnaires, and document the situation under "observations". Ask the interviewer to leave the segment and to meet with the Office Supervisor the following day. Report the situation that same day to the Office Supervisor.

## FOLLOW-UP

The Office Supervisor will assign segments to you that are different from those you supervised in the field, so that you can perform a follow-up visit and evaluate the quality of the work carried out. In each case, you will receive the questionnaires from the households to evaluate and a form to record the evaluation. Specifically, you should contact the households assigned to you by the Office Supervisor and in each one of them:

1. Confirm that the house was visited by an interviewer.
2. *Completely* review the order of the family members in table DE2, ensuring that all the regular members of the household have been included, strictly following the established procedure.
3. Ask if all the individuals who should have been contacted were actually interviewed
4. Evaluate the treatment received by the interviewer.
5. If possible, speak directly to each person interviewed and verify that the interview was carried out completely and under the proper conditions.

Each of these evaluations should be recorded in detail and delivered the same day to the Office Supervisor.



# Research in Public Health

## Technical Papers

Project ACTIVA

2

### **Office Supervisor Manual**

Multicenter Study:  
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# **Office Supervisor Manual**

## **Multicenter Study on Attitudes and Cultural Norms on Violence in Selected Cities of Latin America and Spain**

### **Project ACTIVA**

#### **INTRODUCTION**

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- |    |                      |    |                           |
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The data collection stage is vital to the study, since the reflection of reality that we seek to evaluate and understand can be guaranteed if an effective selection process for interviewees and an objective and diligent interview process are ensured. This manual is designed to orient the field supervisor in the field work, although it is by no means intended to replace the training that should take place before the data collection begins. It is, rather, a summary of the material covered in the training. The supervisor is also required to study the *Interviewer Manual* and the *Field Supervisor Manual* in detail.

## **DUTIES AND RESPONSIBILITIES OF THE OFFICE SUPERVISOR**

1. Attend and actively participate in the training course.
  2. Thoroughly study this manual and the Interviewer and Field Supervisor Manuals.
  3. Carry out the work based on the instructions received in the course and the contents of this manual.
  4. Take care of any material received.
  5. Carry out the assigned work responsibly and thoroughly.
  6. Maintain a respectful and courteous relationship with Coordination, the interviewers and field supervisors, as well as with other colleagues.
  7. Respect the confidentiality of the information obtained.
1. Discuss with Coordination all questions and problems that could affect the progress of the work.

## **PROHIBITED ACTIONS**

1. You, the supervisor, may not disclose the information received or leave it within the reach of outsiders. Avoid expressing negative comments about the people, homes, and the environment in general of the communities where you are working.

2. Do not alter the data collected through interviews or subsequently fill in any blank questions.
3. You may not be accompanied or assisted in your work by unauthorized persons.
4. Do not discuss the information obtained with the interviewers or with other supervisors.
5. Do not use work hours for any purpose (political, religious, business, etc.) other than conducting the survey.

## **DESCRIPTION OF DUTIES**

The Office Supervisor is the primary link between the field work and the processing of the data collected. He/she guarantees that the field work has been conducted accurately and carefully and that the questionnaires submitted for coding and sorting are complete and accurately correspond to the survey sample and to an interview conducted under optimal conditions. In particular, ensure that the following steps have been taken:

### **Before Leaving for the Field**

Prepare a package with all the documents required for the interviewers and the field supervisor. This package should contain the following items:

- 1) A map of the relevant census segment. The 10 homes to be contacted should be indicated on the map.
- 2) A set of 10 questionnaires with a cover page indicating the segment and house number. In addition, table DE2 on page 2 of each questionnaire will have a series of asterisks placed every four rows. This is the standard questionnaire for each household.
- 3) A set of five additional questionnaires, without numbers on the cover page or asterisks in table DE2. These five questionnaires may be used when more than one person per household will be interviewed.
- 4) A set of cards for each interviewer for the questions that call for it.
- 5) Official letters introducing the study for each interviewer and for the field supervisor.
- 6) An identification card for each interviewer and the field supervisor, which should be visible at all times, as well as a copy of the Interviewer Manual for each interviewer and a copy of the Field Supervisor Manual.

Meet with the field supervisor at least 24 hours before the work begins to locate the targeted work segment. If the location can not be found on the map, the supervisor should visit the area before the field work begins to identify the segment.

Ensure that all the interviewers and the field supervisor assigned to the segment have received the proper training before the field work begins.

## **Upon Receiving the Completed Questionnaires for each Segment**

Review each questionnaire with the field supervisor to ensure the following points:

- 1) The total number of interviews corresponds to the total number expected based on the preselected households and the data received from each.
- 2) For each household, review table DE2 to ensure that it was completed properly and that all the interviews planned according to the table were completed.
- 3) If there was more than one interview per household, ensure that the association between the first questionnaire, containing the general household data, and additional questionnaires (second, third, etc.) is correctly identified on the cover page of the questionnaires. Remember that additional questionnaires should indicate the house number on the cover page, and the information corresponding to the person interviewed should be reproduced in table DE2 in the proper row.
- 4) Ensure that absolutely every question is answered in each questionnaire, except when a "skip" was the given response.
- 5) Check to ensure that the "skip" responses are respected, as indicated in the questionnaire.
- 6) Record the number of refusals and "no contact" individuals received each day. This calculation should be done for each interviewer and for the entire segment.

If there are unanswered questions or mistaken "skips", ask the respective interviewer to return to the home to obtain the missing information.

If you are notified about the falsification of data by an interviewer, cancel his contract, eliminate him from the list of interviewers for future studies, and inform Coordination so that he/she can be reported to other research institutes.

Prepare a follow-up route of this segment and assign it to a different supervisor. Select and assign two or three households at random to the supervisor, but ensure that these will be segment and cross-segment follow-ups from all the different interviewers.

## **Evaluation of the Follow-up Visits**

- a. Review the follow-up report with the field supervisor.
- b. Place a copy of the report in each interviewer's file.
- c. Make note of the segment supervised. If there are no problems, submit the questionnaires for coding and sorting.

- d. If there are discrepancies in a questionnaire or in the segment overall, ask those responsible to meet with the follow-up supervisor and evaluate the situation in detail. If there are questions, request a second follow-up of the segment.
- e. If false data has been discovered:
  - Send another interviewer to redo the interviews in the households where the false data was detected.
  - Cancel the interviewer's contract, eliminate him from the list of interviewers for future studies, and inform Coordination, so that he/she can be reported to other research institutes.
  - If the field supervisor is responsible for the falsification, cancel his contract and take the appropriate steps to report him/her. Also, inspect all the segments assigned to this supervisor and request that each household in that segment be interviewed a second time.

## General Bookkeeping

Keep detailed records of the field work, and report it to Coordination daily. Monitor the following specific items every day:

1. Total number of assigned segments.
2. Number of segments in the field work.
3. Number of follow-up segments.
4. Number of segments ready for follow-up.
5. Total number of refusals and total number of "no contacts."
6. Average refusals and "no contacts" per segment.
7. Ratio of rejections per interviewer: the total number of rejections divided by the total number of interviews assigned to each interviewer.
8. Ratio of "no contacts" per interviewer: the total number of "no contacts" divided by the total number of interviews assigned to each interviewer.
9. Ratio of incomplete questionnaires per supervisor and interviewer: the total number of incomplete questionnaires divided by the total number of interviews assigned.
10. Total incidence of completed questionnaires, by sex, age, and socioeconomic status.

Interviewers or supervisors who have higher-than-average refusal or "no contact" ratios should be monitored closely:

- 1) Meet with each of them and determine whether they are following procedures incorrectly: few follow-ups, poor presentation, poor empathy, poor supervision, etc.
- 2) If doubt persists, conduct a more detailed and broader follow-up (of at least five

households).

When an inadequate or unexpected incidence of sex, age, or socioeconomic status is encountered:

- 1) Analyze the incidence by interviewer and supervisor.
- 2) Notify Coordination immediately.



**Research Coordination**  
***Health and Human Development Division***  
**Research in Public Health**

**TECHNICAL PAPERS**

1. Protocol of the Multicenter Study: Cultural Norms and Attitudes Toward Violence in Selected Cities of Latin America and Spain, Project ACTIVA
2. Questionnaire and Manuals of the Mulcenter Study: Cultural Norms and Attitudes Toward Violence in Selected Cities of Latin America and Spain. Project ACTIVA

*To obtain information or order copies of the technical papers, please contact the following address:*

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