USAID
FROM THE AMERICAN PEOPLE

USER GUIDE: USAID POVERTY ASSESSMENT TOOL FOR **COLOMBIA**

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This publication was produced for review by the United States Agency for International Development. It was prepared by the IRIS Center at the University of Maryland.

DISCLAIMER

This document is intended to guide users on the proper use of the USAID Poverty Assessment Tool (PAT) for Colombia. A copy should be given to each interviewer during the training, and it should be reviewed thoroughly by all those involved in the interviewing process, including those who will be doing the quality control and data processing.

This PAT survey is divided into 5 sections with *Interviewer Instructions* spread throughout. The sections are:

The next page outlines each of these sections on the Colombia PAT. The remainder of the guide contains detailed information on each section including information on asking questions, recording answers, beginning and concluding the interview, and general interviewing procedures and techniques.

For more information on, or to download, the PAT Surveys, Data Entry Templates, or other implementation materials, see www.povertytools.org. For questions, email **pathelp@iris.umd.edu**.

Interviewer Instructions
*These are throughout the survey, indicated by "**Interviewer:**"*

Client Assessment Survey - Colombia

Interviewer: *Fill out the information below before the survey begins. Do not ask the respondent for this information.*

Client Information
Includes "Survey Number" at top right

Date of Interview ______ dd/mm/yyyy
Interviewer (code) ______
Branch (code) ______
Location/Region ______
1=Medellin; 2=Baranquilla; 3=Bogota; 4=Cartagena; 5=Manizales 6=Monteria; 7=Villavicencio; 8=Pasto; 9=Cucuta; 10=Pereira 11=Bucaramanga; 12=Cali; 13=Neiva; 14=Other urban; 15=Rural
Time in program ______ *Months*
Client or ID # ______

Quality Control Checks Box

Quality Control Checks
Field Supervisor
Date __________ *Initials* __________
Data Processing Coordinator
Date __________ *Initials* __________
Data Processor
Date __________ *Initials* __________

Interviewer: *Introduce the survey to the respondent with the following script: "Hello. My name is ____. I work for the organization ____. We want to learn more about the people we work with by conducting a survey. You will be asked a few questions about yourself and family members, your home, some assets you may own, financial services you may have used, and various other topics. It should only take about 20 minutes to answer all of the questions. The survey is entirely anonymous and all of the information will be kept confidential. Are you willing to take some time to answer these questions today?" After he/she agrees, proceed with the dialogue below.*

Interviewer: *"Let me tell you a little bit about what we mean by 'household.' For our purposes today, members of a household are those that live together and eat from the "same pot." Each person contributes to and benefits from the household. It should include anyone who has lived in your house for 6 of the last 12 months, but it does not include anyone who lives here but eats separately. Do you have any questions about that?" Answer any questions the respondent has before proceeding.*

Interviewer: *Ask the respondent for the information in Columns A-I, as it pertains to each person in his/her household. Write the information down in the chart as he/she relays it to you. Complete all of the information for the respondent in the first row before proceeding to the next household member in the second row. Continue to fill in the information row by row. Say to the respondent: "Now I would like you to identify each person in your household and answer some basic questions about each person."*

Household Roster

1.

A. Household Member	B. Sex	C. Relation to household head	D. Age	E. For every person 5 years old or older. Is he/she currently studying? (school, high school, or university)	For every person 5 years old or older who is currently studying: what is the highest level of education ______ reached and which is the last grade he or she completed? Enter level in Column F; enter grade in Column G.		For every person 5 years of age or older who is not currently studying: what is the highest level of education ______ reached and which is the last grade he or she completed? Enter the level in Column H; enter the grade in Column I.	
	0=Female; 1=Male	1=head; 2=spouse; 3=child; 4=parent; 5=grandchild; 6=grandparnt; 7=other	(complete years)	0=No 1=Yes If the answer is No, skip to Column H	Preschool .... 1 Basic Primary .... 2 Basic Secondary and Middle .... 3 Technical ....4 University .... 5 Postgraduate 6	..1-3 ..1-5 .. .6-11 1-4	None .... 0 Preschool .... 1 Basic Primary .... 2 Basic Secondary and Middle .... 3 Technical .... 4 University .... 5 Postgraduate	.0 ..1-3 ..1-5 . .6-11 ..1-4
					F. LEVEL	G. GRADE	H. LEVEL	I. GRADE
1) Respondent								
2)								
3)								
4)								
5)								
6)								
7)								
8)								
9)								
10)								
11)								
12)								
13)								
14)								
15)								

Black Box

Interviewer: *Skip the following section and return to fill in the answers after the interview. Do not ask the respondent these questions; fill in the answers from the information in the table on the preceding page.*

2. Number of people living in the household (*record number of members from Column A*):
3. Age of household head *(record age of person from Column D, who is household head in Column C)*:
4. Number of people between 6 and 16 years old who are studying *(record number of persons of age 6 to 16 who answer Yes in Column E)*:
5. Household head has incomplete secondary or middle school as highest level of education *(head has level 3 in Column F or H and grade 6 to 12 in Column G or I)*: *0=no, 1=yes*
6. Household head has technical school as highest level of education *(head has level 4 in Column F or H and grade 1 to 4 in Column G or I)*: *0=no, 1=yes*
7. Household head attended any level of university or postgraduate study *(head has level 5 or 6 in Column F or H)*: *0=no, 1=yes*
8. Number of household members (excluding head) that attended any level of university or postgraduate study *(members with level 5 or 6 in Column F or H)*:

Household Questionnaire
This consists of all of the remaining questions on the survey

Interviewer: *"Now I would like to ask you a few questions about your home."*

9. Including living and dining rooms, how many rooms does this dwelling have? Number ______
(exclude kitchens, bathrooms, garages and rooms designated for business)
10. Is this dwelling rented or sublet? *0=no, 1=yes*
(either option)

Interviewer: *For questions with multiple choice answers, do not read the answers. Ask respondent the question and match the answer to the most similar option on the survey. If respondent's answer is unclear, probe until you find an adequate answer.*

11. What activity occupied most of the household head's time LAST WEEK?
1. Working 2. Looking for a job 3. Studying 4. Household chores 5. Other activities 6. Unable to work or incapacitated

Interviewer: *"Now I would like to ask you about a few household items that members of your household may own." Continue with question 12.*

12. Does any household member own a cellular phone for his/her personal use or the household's? *0=no, 1=yes*
13. Does this household own a VCR or Betamax? *0=no, 1=yes*
(not including a DVD player)
14. Does this household own a motorcycle? *0=no, 1=yes*
15. Does this household own a car? *0=no, 1=yes*
16. Does this household own a refrigerator? *0=no, 1=yes*
17. Does this household own a washing machine? *0=no, 1=yes*

Interviewer: *Look over the survey to see if you have missed any questions. If you have, please ask those questions of the respondent. If not, it is the end of the interview. Remember to thank the respondent for his/her time in helping you answer these questions!*
Now return to the questions in the box below the roster and fill in the answers.

General Instructions

Except where noted, **all** the information on the survey form must be completed and entered into the data processing software, or that record/interview will not be included in the poverty calculation. Thus, it is extremely important that all interviewers are sufficiently trained, have an opportunity to practice applying the questionnaire, and will ensure that each survey is complete and legible before leaving the interview.

> **Interviewer Instructions –** In numerous locations throughout the survey, instructions are included for the interviewer. These instructions are in *italics* and are preceded by "Interviewer" in bold letters. The portions of the instructions enclosed in quotation marks are recommended phrases to be read to the respondent. They usually introduce a new section. Other instructions are NOT to be read but are for the interviewer's information.
>
> For the purpose of this guide, we will provide additional information on Interviewer Instructions as they appear throughout the survey.

Client Information

Complete the top section of the questionnaire with the appropriate information before beginning the interview. Most of the information in this section can usually be taken from the program records (MIS), and should be filled out prior to the interview, whenever possible.

"Survey Number" –Each questionnaire **must** have a **unique** survey number that is written on each page of the survey (in case pages become separated) before the interviewer goes into the field. It is essential for each survey to have its own, unique number, with no repetitions, in order for the data cleaning and analysis to function properly. Sequential numbering (001, 002, 003…) is recommended and additional coding can be included, if desired, to help identify when and where an interview took place. For example, the first 2 digits of a survey number could represent the year in which the interview was done, the second 2 digits could represent the branch number, and the final 3 digits could be the sequential numbering system. With such a design, survey number "0711001" would indicate that it was administered in the year 2007 to a client of Branch 11 and that the respondent was number 1 (001) on the list.

"Date of Interview" – (optional) Record the date of the interview. This is useful for tracking the survey process, including having the option of comparing results from different time periods.

"Interviewer (code)" – (optional) A unique code should be assigned to each interviewer before the interviewing process begins. During the quality control process, it is helpful to know which interviewers are making mistakes so that it can be brought to their attention, and additional training can be provided, as needed.

"Branch (code)" – (optional) This number identifies the branch to which the respondent belongs. This can be useful for tracking the forms and also allows for comparison of branches if one is doing additional data analysis.

“Location/Region” – Indicate the major region of the country in which the respondent lives. If the Location/Region response options are not well known by your interviewers, then it is recommended to create a master list of all municipalities or branch offices where your clients are located, along with the regional codes corresponding to each of the municipalities or branches. For the Colombia PAT, 13 urban areas have pre-coded response options, while the remaining two options are for ‘other urban’ and ‘rural’.

“Time in Program” – (optional) This is the amount of time in months, not years, the respondent has been involved in the program according to your records. If the information is not available, the respondent may be asked. If the response is given in years, then translate that into months. Do not include periods of time when the respondent was not a client (if they left the program and came back). This field can be used when doing additional analysis, for example, comparing client attributes by amount of time in the program.

“Client or ID #” – (optional) Use the same client identification number that you use in your client records (MIS). Some organizations create unique ID numbers, while others use the client’s national ID number. This can be used to help verify that the correct respondent is interviewed. The Client ID number is used instead of the respondent’s name in order to maintain confidentiality. However, to ensure complete confidentiality, the ID number can be crossed out (made illegible) once the Sampling and Survey Tracking Coordinator has confirmed that the proper respondent was interviewed.

Quality Control Checks Box

This is to be completed as follows:

- The Field Supervisor signs and dates it while still in the field, after he/she has reviewed the survey for missing, illegible or inconsistent answers.
- The Project Manager or Sampling and Survey Tracking Coordinator signs and dates it at headquarters after confirming that the survey is properly completed and that it is consistent with the sampling plan.
- The Data Processor signs and dates it to confirm that he/she was able to enter the data into the database accurately and completely. If doing double data entry to minimize data entry errors, then both data processors should sign and date the survey form once they have finished entering the data.

Household Roster

The purpose of the roster is to learn about each member of the household in such a way so as to build trust with the respondent and minimize any bias. Collecting household information with a roster will facilitate data collection. It is harder for the respondent to remember and answer questions about all the members of the household without listing them and asking specifically about each member. Using a roster helps identify all the members in an organized fashion, making sure nothing is left out, and also provides a rich level of information that can be used for further analysis.

Interviewer Instructions – Introduce the survey. This is a recommended introduction. Feel free to tailor this to your context and organization.

Note: While introducing and conducting the survey, do NOT mention that you are measuring poverty. This may lead respondents to try to give answers that make them look more or less poor. It is perfectly legitimate to just let respondents know that you are 'trying to learn more about our clients.' It should also be kept in mind that the poverty assessment survey uses a limited number of questions to estimate which households are below the extreme poverty line, but it does not try to capture 'all' assets or dimensions of poverty.

Description of "household" – Since some people may attribute different meanings to the word "household," a standardized definition of the term must be used to maintain consistency in the survey. An explanation of this definition will provide the respondent with an understanding of who should and should not be included when listing the members of the household. As the interviewer is recording the names of the household members in the roster list, he or she should remind the respondent of the definition to make sure the list is accurate according to the definition. It is a natural tendency to just list the immediate family members, so it is important to ensure that the respondent is using the definition provided in the survey introduction (and explained below).

In order to be considered part of the household, a person must meet both of the following criteria:

1. Generally speaking, a household member is someone who both contributes to and uses the resources (food, materials, and other household items) of the household. If someone stays in the house but does not both contribute to it and take from it, he or she is not a household member. People with limited capacity to contribute to the household (because they are too old, young, or ill) are still considered part of the household.

2. A household member must live in the house the majority of the time. If someone has lived outside the household for more than six out of the last twelve months, he or she is not a household member. Exceptions to this rule are for those who have joined the family recently, such as a newborn, adopted child, or spouse (newlywed) or student who lives at a boarding school and only comes home during holidays. Another exception is that the head of the household is always considered part of the household, even if he or she lives away for most of the year. It is up to the person who is being interviewed to determine who the head of household is. In general, the head of household is the person who provides the prime source of income and/or makes most decisions for the household.

Filling out the Household Roster – First, ask the respondent to list all the members of the household. Record this information in column A, and make sure the list of household members is complete before asking for additional information. Then, one member at a time, ask all the remaining questions in columns B through H. Record all the information pertaining to a household member in the same row, and then move on to the next household member (row).

A. "Household Member" – Notice the word "respondent" appears at the top of the roster list. Always fill out information for the respondent first. If the respondent is not comfortable giving you the first names of the other household members, you can write their relationship to the respondent, instead—such as "brother1", "sister 1", sister 2", etc., to help assure the respondent that the information will be treated confidentially.
B. "Sex" – When the respondent lists the members of the household, the sex will often be easy to guess. However, you should confirm the proper sex of each household member with the respondent.
C. "Relation to Household Head" – BE CAREFUL. This is NOT the relation to the respondent! You may need to probe to make sure you are capturing the relation of each family member to the "head of household." It is for the respondent to decide who they consider to be the head of the household. If they are not sure, do not understand the term "head of household" (which may occur in rural areas), or insist that both the husband and wife share the responsibilities and are both heads of the household, then more specific criteria can be used. These criteria could include who provides the most support or who makes most of the decisions for the family.
D. "Age" – Record age in complete years only. Do not include decimals or fractions, or round up to the next number. For newborns, put "0" if they have not reached 1 year of age. The remaining questions in the roster only apply to those household members aged 5 or older—thus, for anyone under 5, you can skip to the next member after recording the child's age.
E. "Currently Studying" – For every household member 5 years of age or older, indicate whether or not that person is currently studying in a school or university. (0=no; 1=yes) If the survey is being conducted during a school break or holiday, be sure to probe to determine whether that person is regularly attending school or not. If they are not attending school due to a break or holiday, but plan on returning to school when it is in session again, then the response should be recorded as '1' (yes). For a yes response, proceed to the next two columns, F and G. For a 'no' response to E, then skip to columns H and I.
F. "Level" - Only for those with a response of "yes" for question 1E (those who are currently studying): Record the highest level of education that the respondent member has reached in column F (primary, secondary, etc.).
G. "Grade" - In Column G, record the highest year of education completed within the level listed in Column F. Do not ask for household members younger than 5 years. For example, if someone has completed 3 years of secondary school, then record a "3" in column F to indicate 'secondary', and a "3" in column G to indicate that the household member has completed the third year of secondary school.
H. "Level" - Only for those with a response of "no" for question 1E (those who are NOT currently studying): Record the highest level of education that the respondent member has reached in column H (primary, secondary, etc.). If the person never attended school, write a "0" for "None".
I. "Grade" - In Column I, record the highest year of education completed within the level listed in Column H. Do not ask for household members younger than 5 years.

Black Box

The 7 questions that are inside the Black Box after the household roster (#2 - #8) are NOT to be asked of the person being interviewed, but instead filled out by the interviewer ***after*** the interview has been completed.

Interviewer Instructions – "Skip the following section and return to fill in the answers after the interview. Do not ask the respondent these questions; fill in the answers from the information in the table on the preceding page." It is very important that the interviewer does NOT try to complete this section during the interview, as it will not only break the flow of the interview, but will also greatly increase the chance of errors if the interviewer tries to get it all done at the same time.

After the interview is completed, the interviewer will take the information collected in the roster and calculate the answers to the questions in the Black Box beneath the roster. This is an area with a lot of room for human error, so it is very important to review these responses as part of the quality control process. The proper procedures for interpreting the roster responses and filling out the questions in the black box (#2 - #8) should also be reviewed and practiced extensively during the interviewer training.

2. "Number of people living in household *(record number of members from column A)"* – Record the total number of people listed in column A of the household roster. When collecting the roster information, be sure to probe to make sure that everyone meeting the definition of "household" is included in the list.

3. "Age of household head *(record age of person from column D, who is household head in column C)"* – Identify which household member is listed as the household head in column C (code = '1'), and then record that person's age from column D. Be sure to record only the number of complete years and do not round up.

4. "Number of people between 6 and 16 years old who are studying *(record number of persons of age 6 to 16 in column D who also have a 'yes' response in column E)"* – Look at all of the household members with ages of 6 to 16 and record the total number who have a "1" (yes) response in column E.

5. "Household head has incomplete secondary or middle school as highest level of education (*head has level 3 in Column F or H and grade 6 to 12 in Column G or I)"* – Look at education level of the person identified as the head of household, and if that person has a 3 in column F or H, to indicate they reached secondary/middle school, and also a grade of 6-12 in column G or I, then record a "yes" (1=yes). Otherwise, record a "no". If the interviewer is uncertain whether the head of household completed secondary/middle school, he or she should probe. For example, if the local secondary/middle schools only have 11 grades, then 'incomplete secondary/middle' would include grades 6-10.

6. "Household head has technical school as highest level of education (*head has level 4 in column F or H and grade 1 to 4 in Column G or I)*" – If the person identified as the head of household has a '4' in column F or H, and a 1-4 in column G or I, to indicate they have reached/attended technical school, then a "1" (yes) should be recorded for this question.

7. "Household head attended any level of university or postgraduate study (*head has level 5 or 6 in column F or H*)" – If the person identified as the head of household has either a 5 or 6 in column F or H, to indicate they have reached/attended any type of university or postgraduate study, then a "1" (yes) should be recorded for this question.

8. "Number of household members (excluding head) that attended any level of university or postgraduate study (*members with level 5 or 6 in column F or H)*" – Look at all of the household members, except for the head of household, and record the number of members with a 5 or 6 in column F or H. The total number of household members with a education level of 5 or 6 should be reflected in questions 7 and 8, since question 7 asks about the head of household, and question 8 asks the same thing about all other members of the household.

Household Questionnaire

Interviewer Instructions – "Now I would like to ask you a few questions about your home." These transitional comments are important for letting the respondent know when you are changing to a different topic.

9. "Including living and dining rooms, how many rooms does this dwelling have?" (exclude kitchens, bathrooms, garages and rooms designated for business) –

10. "Is the dwelling rented or sublet? (either option)" – If the household is living in a dwelling under a rental or sublease arrangement, then record a "1" (yes).

Interviewer Instructions – When reading questions that list the possible answers, do NOT read the answer options to the respondent. Instead, read the question as it is written and then, if the respondent does not provide an answer that matches one of the response options, objectively probe to find an answer that most closely matches one of the options. Reading out the answer options is a LAST RESORT. If it comes to the point where reading is necessary, say: "I am going to read to you a list of several options. Please do not answer until you have heard all six options."

11. "What activity occupied most of the household head's time LAST WEEK?" – Follow the preceding interviewer instructions and do NOT read the answer options to the respondent. Choose the appropriate response option from the available list, and probe if necessary to determine which option most closely resembles the situation of the household head.

Interviewer Instructions – "Now I would like to ask you about a few household items that members of your household may own." Continue with question 12.

Note: Make sure the respondent is speaking for the *entire* household. If you suspect that the respondent is answering only based on what assets he or she has, be sure to emphasize "any household member" when reading the question to the respondent. Also, if any of the following assets are not currently functioning, then do not include it unless it can be easily repaired.

12. **"Does any household member own a cellular phone for his/her personal use or the household's?" –** Do not include any cell phones that are primarily for business use, such as a cell phone provided by an employer.

13. **"Does this household own a VCR or Betamax?"** (not including a DVD player) – If the household or any member of the household owns a video cassette recorder or a Betamax, then record a "1" (yes) response. Do not include a DVD or CD player.

14. **"Does this household own a car?" –** Only include private cars owned by the household and not any company cars used for business.

15. **"Does this household own a refrigerator?" –** Include either a refrigerator or a freezer, provided it is still in working order.

16. **"Does this household own a washing machine?" –** Indicate whether or not the household owns a functioning washing machine.

Interviewer Instructions – Look over the questionnaire to make sure that all answer boxes have been filled in correctly. If a question was skipped, ask the respondent for clarification.

Ending the Interview – After reviewing the questionnaire while the respondent is still sitting there, be sure to thank him or her for their time, then end the interview.

Interviewer Instructions – After ending the interview, go back to the Roster Summary Black Box and fill in the response boxes with the appropriate answers from the roster. Double check to be sure that all the values were calculated correctly. Then, give the survey to your field supervisor as soon as possible so that they can review your work the same day.