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

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PAT Liberia User Guide

This document is intended to guide users on the proper use of the USAID Poverty Assessment Tool (PAT) for Liberia. 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 4 sections with *Interviewer Instructions* spread throughout. The sections are:

The next page outlines each of these sections on the Liberia 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.

The data used to create the Liberia PAT was obtained by the IRIS Center's implementation of a nationally representative household survey in 2008. The Liberia PAT closely replicates the poverty results of the IRIS Liberia Survey 2008 using a smaller number of carefully chosen, statistically derived indicators.

For more information on, or to download, the PAT Surveys, Data Entry Templates, or other implementation materials, see www.povertytools.org.

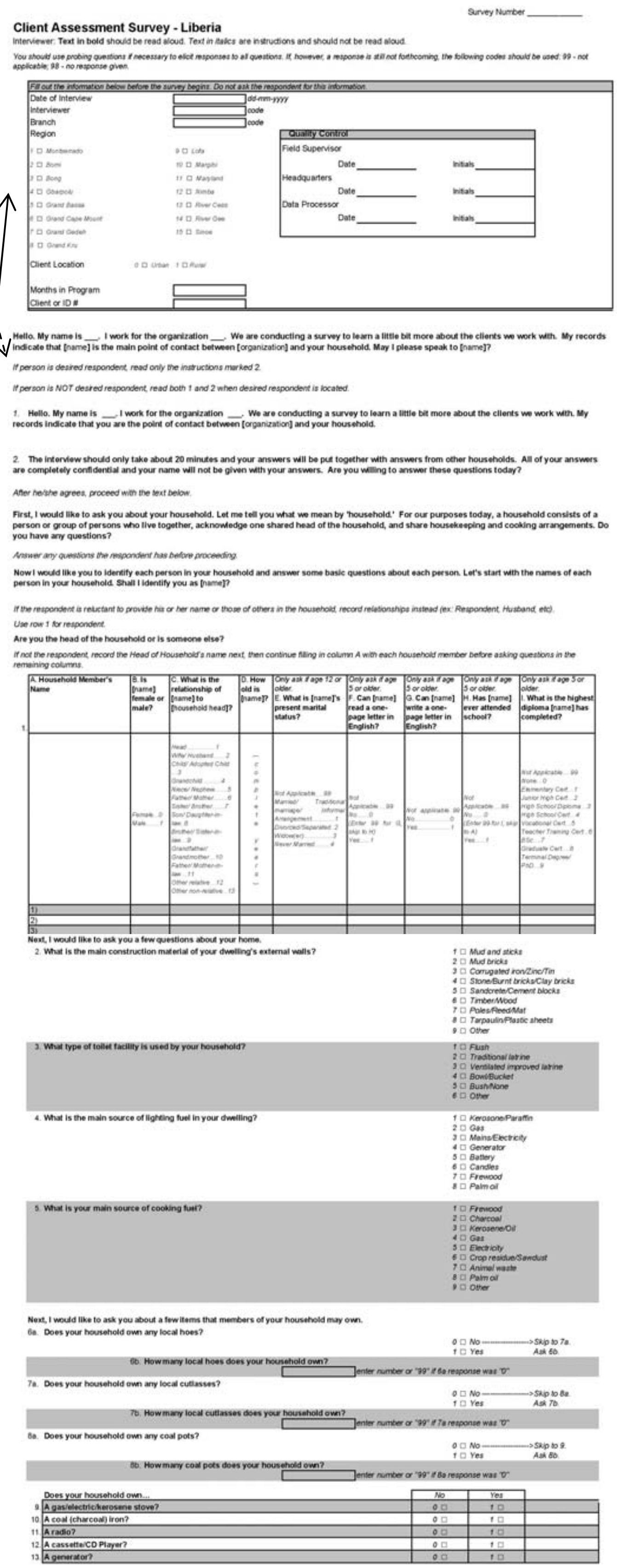
Interviewer Instructions
*These are throughout the survey, indicated by "**Interviewer:**"*

Client Information
Includes "Survey Number" at top right

Quality Control Checks Box

Household Roster

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



Survey Number ___________

Client Assessment Survey - Liberia

Interviewer: **Text in bold** should be read aloud. *Text in italics* are instructions and should not be read aloud.

You should use probing questions if necessary to elicit responses to all questions. If, however, a response is still not forthcoming, the following codes should be used: 99 - not applicable; 98 - no response given.

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

Date of Interview ______ *dd-mm-yyyy*
Interviewer ______ *code*
Branch ______ *code*
Region

1 ☐ Montserrado *9 ☐ Lofa*
2 ☐ Bomi *10 ☐ Margibi*
3 ☐ Bong *11 ☐ Maryland*
4 ☐ Gbarpolu *12 ☐ Nimba*
5 ☐ Grand Bassa *13 ☐ River Cess*
6 ☐ Grand Cape Mount *14 ☐ River Gee*
7 ☐ Grand Gedeh *15 ☐ Sinoe*
8 ☐ Grand Kru

Client Location *0 ☐ Urban* *1 ☐ Rural*

Months in Program ______
Client or ID # ______

Quality Control
Field Supervisor
Date ________ Initials ________
Headquarters
Date ________ Initials ________
Data Processor
Date ________ Initials ________

Hello. My name is ___. I work for the organization ___. We are conducting a survey to learn a little bit more about the clients we work with. My records indicate that [name] is the main point of contact between [organization] and your household. May I please speak to [name]?

If person is desired respondent, read only the instructions marked 2.

If person is NOT desired respondent, read both 1 and 2 when desired respondent is located.

1. **Hello. My name is ___. I work for the organization ___. We are conducting a survey to learn a little bit more about the clients we work with. My records indicate that you are the point of contact between [organization] and your household.**

2. **The interview should only take about 20 minutes and your answers will be put together with answers from other households. All of your answers are completely confidential and your name will not be given with your answers. Are you willing to answer these questions today?**

After he/she agrees, proceed with the text below.

First, I would like to ask you about your household. Let me tell you what we mean by 'household.' For our purposes today, a household consists of a person or group of persons who live together, acknowledge one shared head of the household, and share housekeeping and cooking arrangements. Do you have any questions?

Answer any questions the respondent has before proceeding.

Now I would like you to identify each person in your household and answer some basic questions about each person. Let's start with the names of each person in your household. Shall I identify you as [name]?

If the respondent is reluctant to provide his or her name or those of others in the household, record relationships instead (ex: Respondent, Husband, etc).

Use row 1 for respondent.

Are you the head of the household or is someone else?

If not the respondent, record the Head of Household's name next, then continue filling in column A with each household member before asking questions in the remaining columns.

A. **Household Member's Name**	B. **Is [name] female or male?**	C. **What is the relationship of [name] to [household head]?**	D. **How old is [name]?**	*Only ask if age 12 or older.* E. **What is [name]'s present marital status?**	*Only ask if age 5 or older.* F. **Can [name] read a one-page letter in English?**	*Only ask if age 5 or older.* G. **Can [name] write a one-page letter in English?**	*Only ask if age 5 or older.* H. **Has [name] ever attended school?**	*Only ask if age 5 or older.* I. **What is the highest diploma [name] has completed?**
1.	*Female...0 Male...1*	*Head...1 Wife/ Husband...2 Child/ Adopted Child...3 Grandchild...4 Niece/ Nephew...5 Father/ Mother...6 Sister/ Brother...7 Son/ Daughter-in-law...8 Brother/ Sister-in-law...9 Grandfather/ Grandmother...10 Father/ Mother-in-law...11 Other relative...12 Other non-relative...13*	*(completed years)*	*Not Applicable...99 Married/ Traditional marriage/ Informal Arrangement...1 Divorced/Separated...2 Widow(er)...3 Never Married...4*	*Not Applicable...99 No...0 (Enter 99 for G, skip to H) Yes...1*	*Not applicable 99 No...0 Yes...1*	*Not Applicable...99 No...0 (Enter 99 for I, skip to A) Yes...1*	*Not Applicable...99 None...0 Elementary Cert...1 Junior High Cert...2 High School Diploma...3 High School Cert...4 Vocational Cert...5 Teacher Training Cert...6 BSc...7 Graduate Cert...8 Terminal Degree/ PhD...9*
1)								
2)								
3)								

Next, I would like to ask you a few questions about your home.

2. **What is the main construction material of your dwelling's external walls?**
1 ☐ Mud and sticks
2 ☐ Mud bricks
3 ☐ Corrugated iron/Zinc/Tin
4 ☐ Stone/Burnt bricks/Clay bricks
5 ☐ Sandcrete/Cement blocks
6 ☐ Timber/Wood
7 ☐ Poles/Reed/Mat
8 ☐ Tarpaulin/Plastic sheets
9 ☐ Other

3. **What type of toilet facility is used by your household?**
1 ☐ Flush
2 ☐ Traditional latrine
3 ☐ Ventilated improved latrine
4 ☐ Bowl/Bucket
5 ☐ Bush/None
6 ☐ Other

4. **What is the main source of lighting fuel in your dwelling?**
1 ☐ Kerosene/Paraffin
2 ☐ Gas
3 ☐ Mains/Electricity
4 ☐ Generator
5 ☐ Battery
6 ☐ Candles
7 ☐ Firewood
8 ☐ Palm oil

5. **What is your main source of cooking fuel?**
1 ☐ Firewood
2 ☐ Charcoal
3 ☐ Kerosene/Oil
4 ☐ Gas
5 ☐ Electricity
6 ☐ Crop residue/Sawdust
7 ☐ Animal waste
8 ☐ Palm oil
9 ☐ Other

Next, I would like to ask you about a few items that members of your household may own.

6a. **Does your household own any local hoes?**
0 ☐ No ----------> Skip to 7a.
1 ☐ Yes Ask 6b.

6b. **How many local hoes does your household own?** ______ *enter number or "99" if 6a response was "0"*

7a. **Does your household own any local cutlasses?**
0 ☐ No ----------> Skip to 8a.
1 ☐ Yes Ask 7b.

7b. **How many local cutlasses does your household own?** ______ *enter number or "99" if 7a response was "0"*

8a. **Does your household own any coal pots?**
0 ☐ No ----------> Skip to 9.
1 ☐ Yes Ask 8b.

8b. **How many coal pots does your household own?** ______ *enter number or "99" if 8a response was "0"*

	Does your household own...	*No*	*Yes*
9.	**A gas/electric/kerosene stove?**	*0 ☐*	*1 ☐*
10.	**A coal (charcoal) iron?**	*0 ☐*	*1 ☐*
11.	**A radio?**	*0 ☐*	*1 ☐*
12.	**A cassette/CD Player?**	*0 ☐*	*1 ☐*
13.	**A generator?**	*0 ☐*	*1 ☐*

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.

For the purpose of this guide, we will provide additional information on Interviewer Instructions as they appear throughout the survey.

> **Interviewer Instructions** – *You should use probing questions if necessary to elicit responses to all questions. If, however, a response is still not forthcoming, the following codes should be used: 99 - not applicable; 98 - no response given.*
>
> The code '99' should be used when a particular question is not applicable. This only occurs with yes/no screening questions (*Does the household own any goats? If no, enter 99 and continue to question 3*) or in cases where age or some other condition makes the question irrelevant *(Ask only of household members over age 5*). The code '98' should be used when the respondent cannot or will not answer a question, even after asking several follow-up or probing questions. If this occurs, it may be helpful to write down a note as to why the question could not be answered and share the information with a field supervisor. It is important to keep in mind that ALL survey questions must be answered in order for a survey to be usable in data analysis. However, no respondent should be forced into giving a response if he or she does not feel comfortable providing the answer.

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.

Parts of the survey that include large boxes should be written out in the box.

Date of Interview (dd-mm-yyyy)	
Interviewer (code)	

Region	1 ☐ *Western*
	2 ☐ *Central 1*
	3 ☐ *Central 2*
	4 ☐ *Eastern*
Client Location	0 ☐ *Urban*
	1 ☐ *Rural*

For portions of the survey that assign numerical codes to answer choices with a small box in the middle, an X should be marked in the box between the numerical code and the answer option.

"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 numerical 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.

“Region” – Indicate the major region of the country in which the respondent lives, using the list of 15 pre-coded response options. For efficiency and accuracy, 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.

“Client Location” – The determination of the respondent’s status as either urban or rural should match the definition used by your country’s national statistics office for classifying the population. For Liberia, urban areas include Monrovia, county seats, and a few economic centers such as Ganta. Any area not considered part of a specific city is classified as rural.

“Months in Program” – (optional) This is the amount of time in <u>months</u>, 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.

Interviewer Instructions – Introduce the survey. The introduction printed on the original PAT survey is recommended; your team will have customized the introduction for your location and cultural appropriateness. The introduction should include the following components:

1. Introduction of yourself (the interviewer)
2. Request to speak to the client / beneficiary to be interviewed
3. Description of the survey's purpose and how long it will take
4. Request permission to conduct the interview
5. Ask client / beneficiary if they have any questions
6. Description of the definition of household

Parts 1-3: Many PAT implementers have reported that the initial client approach and introduction are the most important parts of the interview so make sure to be clear and courteous and to respect all appropriate cultural norms.

While introducing the survey, describe the purpose of the survey as agreed upon by the survey team and supervisors. While it is important to be honest and open with respondents about the purpose of the survey, giving too much detail could bias their responses. If respondents think that their answers will have an impact on their program participation (which should NOT happen), they may try to give answers that make them look more or less poor. It is usually sufficient to let respondents know that you are 'trying to learn more about our clients.'

Also understand 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. This is why it may seem at times that specific questions are not 'good' indicators of poverty, or that other questions that seem as though they would be good indicators of poverty do not appear on the survey. It is the specific *combination* of questions that predicts a household's wealth status.

Parts 4 & 5: Asking permission to proceed with the survey and answering any questions are important for building trust with the respondent.

Part 6: 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 is the head of household. In general, the head of household is the person who provides the prime source of income and/or makes most decisions for the household.

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.

Filling out the Household Roster – First, ask the respondent whether he or she is the head of household. If the respondent is not the head of household, then put the head of household second in the list. Then list all remaining members of the household, reminding the respondent as to who should be included. 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 I. 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's Name" – Always list the respondent first, and then the head of household (if the respondent is not the head of household). 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. "Is [name] female or male?" – When the respondent lists the members of the household, the gender will often be easy to guess. However, you should confirm the proper sex of each household member with the respondent.

C. "What is the relationship of [name] 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. If the respondent indicates that the head of household is working permanently abroad, then give head of household status to the person currently considered responsible for the household members, and be careful to ensure that the relationship to the new head of household is recorded.

D. "How old is [name]?" – 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.

E. "What is [name]'s present marital status?" – If the household member is under 12 years of age, then use a code of "99". Use a code of "1" for any type of union, whether a legal or traditional marriage or an informal arrangement of some kind.

F. "Can [name] read a one-page letter in English?" – Only ask if age 5 or older. If answer is no, enter "0," then enter "99" in the next column (G), skipping the question, and proceed to the question in column H.

G. "Can [name] write a one-page letter in English?" – Only ask if the person is age 5 years or older AND if the answer to the previous question (column F) was yes ("1").

H. "Has [name] ever attended school?" – Only ask if age 5 or older. If under 5 years of age, record a "99". If answer is no, enter "0," then enter "99" in the next column (I), skipping the question, and proceed to the next section of the questionnaire.

I. "What is the highest diploma [name] has completed?" – Only ask if age 5 or older AND if the answer to the previous question (column H) was yes ("1"). If under 5 years of age, record a "99". Be sure to only record the highest level or diploma completed, and not just attended. If the person attended a few years of elementary school but did not complete and receive certification for elementary education, then a code of "0" should be recorded.

Household Questionnaire

Interviewer Instructions – "Now I would like to ask you some questions about your home." These transitional comments are important for letting the respondent know when you are changing to a different topic. These questions refer to the dwelling in which the household currently resides.

Interviewer Instructions – 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. 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 the options."

2. "What is the main construction material of your dwelling's external walls?" – If more than one type of material is used in the dwelling's external walls, then probe to determine which material is predominant. If the respondent cannot decide which material is most predominant, then record the more expensive material used in the external walls. If the main construction material of the walls is not one of the pre-coded response options, then record '9' for "Other".

3. "What type of toilet facility is used by your household?" – If the household does not use a toilet facility in the home, but goes outside instead, then use option 5: Bush/None. If they have a type of toilet facility not listed in the pre-coded response options, then use option 6: Other.

4. "What is the main source of lighting fuel in your dwelling?" – If more than one type of lighting fuel is used in the dwelling, indicate which one is used most often. If the respondent states that two sources are used equally, then record the one of lower value.

5. "What is your main source of cooking fuel? – If more than one type of cooking fuel is used in the dwelling, indicate which one is used most often. If the respondent states that two sources are used equally, then record the one of lower value.

Interviewer Instructions –"Next, I would like to ask you about a few items that members of your household may own."

NOTE: For all of the following questions on household assets, only include assets used by the household members for personal or primarily for personal use. Do not include assets owned by the household but used primarily for business purposes.

6a. "Does your household own any local hoes?" – A local hoe is one that is domestically produced via artisanal means, while an imported hoe is an industrially produced one.

6b. "How many local hoes does your household own?" – If the household does not own any hoes produced locally, then this question should not be asked, and a "0" should be recorded. Otherwise, indicate how many local hoes are owned by the household.

7a. "Does your household own any local cutlasses?" – Similar to the preceding question, a local cutlass is one that is domestically produced via artisanal means, and is not produced industrially.

7b. “How many local cutlasses does your household own?” - If the household does not own any cutlasses produced locally, then this question should not be asked, and a “0” should be recorded. Otherwise, indicate how many local cutlasses are owned by the household.

8a. “Does your household own any coal pots?” – Indicate whether or not the household owns any coal pots, which are pots used for cooking directly on coal or charcoal.

8b. “How many coal pots does your household own?” – If the household does not own any coal pots, then this question should not be asked, and a “0” should be recorded. Otherwise, indicate how many coal pots are owned by the household.

9. “Does your household own a gas/electric/kerosene stove?” – Indicate whether or not the household owns a gas or electric or kerosene stove.

10. “Does your household own a coal (charcoal) iron?” – Indicate whether or not the household owns an iron that is heated by coal or charcoal.

11. “Does your household own a radio?” – Indicate whether or not the household owns a radio. This should only include a device that is a radio only, and not a device that includes a cassette or CD player.

12. “Does your household own a cassette/CD player?” – Indicate whether or not the household owns a cassette and/or CD player. This may include a cassette player, a CD player, or any combination of cassette and/or CD player with a radio. Do not include DVD players.

13. “Does your household own a generator?” – Indicate whether or not the household owns a generator.

Interviewer Instructions – “Look over the survey to see if you have missed any questions, then end the interview.”

“Those are all the questions I need to ask you today. Thank you for your time and effort in completing this survey.”