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

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PAT Serbia User Guide

This document is intended to guide users on the proper use of the USAID Poverty Assessment Tool (PAT) for Serbia. 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 Serbia 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.

Data from the 2007 Living Standards Measurement Survey was used to develop the PAT, which closely replicates the poverty results of the 2007 Survey 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

Survey Number__________

Client Assessment Survey - Serbia

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

Date of Interview:
Interviewer (code):
Branch (code):
Location/Region:
Vojvodina..........1 Belgrade..........2 West Serbia..........3
Central Serbia .....4 East Serbia .....5 South-East Serbia 6
Client Location: *Urban=0; Rural=1*
Time in Program: *Months*
Client or ID #:

Quality Control Checks
Field Supervisor
Date __________ *Initials* ________
Headquarters
Date __________ *Initials* ________
Data Processor
Date __________ *Initials* ________

Interviewer: *Introduce the survey to the respondent. Say: "Hello. My name is __________. I work for the organization __________. We are trying to learn a little bit more about the clients we work with, and so I have a few questions I would like to ask today. It should only take us about 20 minutes, and the answers you provide 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 take some time to answer these questions today?" After he/she agrees, proceed with the dialogue below.*

Interviewer: *"I would like to ask you some questions about the people in your household. 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 to list all members of the household, using the definition above. After completing Column A, then ask for the information in Columns B-E, filling out each row completely before moving to the next household member. Write the information down in the chart as he/she relays it to you. Say to the respondent: "Now I would like you to identify each person in your household and then answer some basic questions about each person."*

1.

A. Household Member	B. Sex	C. Relation to household head	D. Age	E. Level of education you have completed (*If under age 5, write 0*)
	Female..........0 Male..........1	Head..........1 Spouse..........2 Child..........3 Parent..........4 Grandchild..........5 Grandparent..........6 Other..........7	(complete years)	Pre-school children and primary school pupils..........0 No school..........1 Incomplete primary school..........2 Primary school..........3 One/two-year vocational school..........4 Secondary – three-year and for skilled workers..........5 Secondary – four-year and for highly skilled workers..........6 Gymnasium..........7 Postsecondary non-university institution..........8 University..........9 Masters, specialist degree..........10 Doctoral degree..........11
1) Respondent				
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				
11)				
12)				
13)				
14)				
15)				

Interviewer: *Skip this 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 above.*

2. Number of people living in the household (add up number of members in column A):
3. Age of household head (record age from Column D of person identified as household head in Column C)
4. Number of household members (not including head) who have "no school" as their highest educational level *(add up those with 1 in Column E, not including the household head):*
5. Head of household's highest level of education *(record level from column E for person identified as household head in Column C):*

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

6. How many rooms are there in the dwelling (6 m^2 or more)? *Number*
7. Does your household have sewerage? *no=0, yes=1*
8. Does your household have centralized heating/autonomous heating? *no=0, yes=1*
9. Does your household use solid fuel such as coal or firewood as one of your sources for heating? *no=0, yes=1*
10. Does your household have a telephone (excluding cell phone)? *no=0, yes=1*

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

11. Does your household own an air conditioner? *no=0, yes=1*
12. Does your household own a dishwasher? *no=0, yes=1*
13. Does your household own a vacuum? *no=0, yes=1*
14. Does your household own a stereo or CD/DVD player? *no=0, yes=1*
15. Does your household own a radio? *no=0, yes=1*
16. Does your household own a PC/laptop? *no=0, yes=1*
17. Does your household own a car? *no=0, yes=1*

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 at the top of this page and fill in the answers.

Quality Control Checks Box

Household Roster

Black Box

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

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 region of the country in which the respondent lives, using the six regions. If the 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.

"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.

"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.

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

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

While introducing the survey, be sure to 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, 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.

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

Intro 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).

A household is any family or other community of people that dwell together and jointly spend their income for basic subsistence (dwelling, food, etc.) A household is also considered to be any person living on his/ her own ("single person household"), in a separate dwelling or part of a dwelling, provided that such person alone earns and spends their income. A household can consist of several families and can consist of members that do not belong to any of the close family units (brothers, sisters, other relatives or non-relatives). One or more households can inhabit one dwelling.

Inclusion in households:

1. All household members present at the time of the interview, if that is where they live during the majority of the year;
2. Household members who are absent at the time of the interview, as long as they are absent for less than three months during the past year;
3. Guests or other persons who reside and eat in the household for more than three months during the past year;
4. Newborn babies regardless of length of time in household;
5. Students who are absent (regardless of the length of absence) and are being supported by household members.

Exclusion in household:

1. Persons absent from the household for nine months and more (apart from students);
2. Visitors or tourists, residents of other places who reside in the dwelling unit for less than three months;
3. Students who pay room and board in 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 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 E. 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.

E. "Level of education you have completed" – Record the highest level of education that the respondent member has reached in column E (primary, secondary, etc.). Do not ask for household members younger than 5 years. If household member is younger than 5 years, write zero "0."

Black Box

The 4 questions that are inside the Black Box after the household roster (#2 - #5) 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 this section and return to fill in the questions after the interview. Do not ask the respondent these questions; fill in the answers from the information in the preceding table." 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 - #7) should also be reviewed and practiced extensively during the interviewer training.

2. **"Number of people living in household *(add up number of members in 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 from column D of person identified as 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 household members *(not including head)* who have "no school" as their highest educational level** – Add up the total number of household members with a value of "1" in Column E, not including the head of household.

5. **“Head of household’s highest level of education *(record level from column E for person identified as 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 highest educational level from column E.

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. These questions refer to the dwelling in which the family currently resides.

6. **“How many rooms are there in the dwelling (6 m^2 or more)?”** All rooms occupied by household members should be included, even if they are in separate structures as long as it is 6 m^2 or more.

7. **“Does your household have sewerage?”**

8. **“Does your household have centralized heating/ autonomous heating?”**

9. **“Does your household use solid fuel such as coal or firewood as one of your sources for heating?”**

> **Interviewer Instructions** – Transition to questions on household assets. “Now I would like to ask you about a few items that members of your household may own.”

10. **“Does your household have a telephone (excluding cell phone)?”-** Include all telephones/ cell phones should be included, regardless of the condition.

11. **“Does your household own an air conditioner?” –** Include all air conditioners, regardless of the condition.

12. **“Does your household own a dishwasher?” -** Include all dishwashers, regardless of the condition.

13. **“Does your household own a vacuum?” -** Include all vacuums, regardless of the condition.

14. **“Does your household own a stereo or CD/ DVD player?” -** Include all stereos or CD/ DVD players, regardless of the condition.

15. **“Does your household own a radio?” -** Include all radios, regardless of the condition.

16. **“Does your household own a PC/ laptop?” -** Include all PC/ laptops, regardless of the condition.

17. **“Does your household own a car?” -** Include all cars, regardless of the condition.

Interviewer Instructions – Look over the survey to see if you have missed any questions. If you have, please ask these 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!

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.