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

PAT Vietnam User Guide

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

> ➢ *Client Information*   *(page 3)*
> ➢ *Quality Control Checks Box*   *(page 4)*
> ➢ *Household Roster*   *(page 6)*
> ➢ *Black Box*   *(page 7)*
> ➢ *Household Questionnaire*   *(page 8)*

The next page outlines where each of these sections are located on the Vietnam 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 Vietnam 1998 Living Standards Measurement Survey (LSMS) were used to develop the Vietnam PAT, which closely replicates the poverty results of the LSMS 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.

Survey Number_____

Client Assessment Survey - Vietnam

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

1=Red River Delta; 2=Northeast; 3=Northwest; 4=North Central Coast
5=South Central Coast; 6=Central Highlands; 7=Southeast; 8=Mekong River Delta

Client Location: _____ Urban=0; Rural=1

Time in Program: _____ Months

Client 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, begin with the dialogue below.

Interviewer: Say: "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 the purpose of this survey, a household is a single person, or a group of people who live under the same roof, combine their incomes and assets, and eat from the same pot. Each member contributes to and benefits from the household. A household member is someone who has lived in the household for at least 6 of the last 12 months." Answer any questions the respondent has before proceeding.

Interviewer: Ask the respondent for the information in Columns A-E, as it pertains to each person in his/her household. 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 answer some basic questions about each person."

A. Household Member	B. Sex	C. Relation to household head	D. Age	E. Education - Highest grade completed
	0= Female 1=Male	1=head; 2=spouse; 3=child; 4=parent; 5=grandchild; 6=grandparent; 7=other	(complete years)	Enter "0" if family member never attended school or never completed grade 1 (including those under school-attending age). Otherwise, enter highest grade completed, 1-12. Don't know=13
1) Respondent				
2)				
3)				
4)				
5)				
12)				
13)				
14)				
15)				

Interviewer: Skip the following question and return to fill in the answer after the interview. Do not ask the respondent this question; fill in the answer from the information in the table above.

2. Number of people living in household *(record total number of names from Column A above):* _____

3. Age of Household Head *(record age of person identified as household head in Column C above):* _____

4. Number of household members *(not including head)* who have no education *(number of persons with education code of 0 in Column E above, not including head of household)* Number _____

Interviewer: "Now I would like to ask you a few questions about your house and some of the items you may own."

5. How many rooms does your household occupy, including bedrooms, living rooms and all other rooms used for household activities? Number _____
(Do not include: bathrooms, toilets, kitchens or detached shops/trading stalls, or rooms used primarily for business.)

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

6. What type of toilet does your household have? _____
   1. Flush toilet with septic tank/sewage pipes
   2. Double vault compost latrine
   3. Simple toilet
   4. Toilet directly over the water
   5. Other type
   6. No toilet

7. What is the main source of lighting for your dwelling? _____
   1. Electricity
   2. Battery lamp
   3. Gas, oil, kerosene lamps
   4. Resin torches
   5. Other

8. What kind of fuel is most often used by your household for cooking? _____
   1. Wood
   2. Leaves/ grass/ rice husks/ stubble/ straw/ thatch/ stems
   3. Coal/ Charcoal
   4. Bottled gas
   5. Electricity
   6. Kerosene
   7. Other

9. What type of roofing material is used in your house? _____
   1. Concrete, cement
   2. Tile
   3. Galvanized iron
   4. Panels
   5. Canvas, tar paper
   6. Wood, bamboo
   7. Straw, leaves
   8. Other

10. Do you or any members of your household have a refrigerator or freezer? _____ 0=no, 1=yes

11. Do you or any members of your household have a motorbike? _____ 0=no, 1=yes

12. Do you or any members of your household have a radio, radio receiver, phonograph or cassette player? _____ 0=no, 1=yes

13. Do you or any members of your household have a gas stove, electric stove, rice cooker or pressure cooker? _____ 0=no, 1=yes

14. Do you or any members of your household have a television (color or B/W TV)? _____ 0=no, 1=yes

USAID Vietnam Tool, Version 1.3

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) 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.

"**Location/Region**" – Indicate the region in which the respondent lives, using the pre-coded list of 8 regions on the survey. 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 region 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 <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

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).

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 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. "What is [NAME]'s sex?" – 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 [NAME]'s relation to the 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. "<u>What is [NAME]'s age?</u>" – 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. "<u>What is [NAME]'s highest grade completed?</u>" – Enter "0" if the household member never attended school or never completed grade 1—this includes those too young to have attended school yet. For every household member that has completed at least one year of school, enter the highest grade completed: 1-12. If the respondent does not know how to respond for any household members, then write "13" to signify "don't know".

Black Box

The 3 questions that are inside the Black Box after the household roster (#2 - #4) 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 answers 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 - #4) should also be reviewed and practiced extensively during the interviewer training.

2. **"Number of people living in household** (*record total number of names from column A in the roster*)**"** – 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 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.

4. **"Number of household members (not including head) who have no education** (*number of persons with education code of "0" in column E, not including head of household)***"** – Add up the number of household members with a "0" in column E, not including the head of household.

> **Interviewer Instructions** – "Now I would like to ask you a few questions about your house and some of the items you may own." 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.

5. **"How many rooms does your household occupy, including bedrooms, living rooms and all other rooms used for household activities?** (Do not include: bathrooms, toilets, kitchens or detached shops/trading stalls, or rooms used primarily for business.)**"**

> **Interviewer Instructions** – "For questions with multiple choice answers, do not read the answers. Ask respondent the question and match the answer to the option most similar 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."

6. **"What type of toilet does your household have?"**

7. **"What is the main source of lighting for your dwelling?"** – If more than one source of lighting is used in the dwelling, then determine which source is used most often. If two light sources are used in equal amounts, then record the one with the highest value.

8. **"What kind of fuel is most often used by your household for cooking?"** –If more than one type of cooking fuel is used, then determine which source is used most often. If two types of cooking fuel are used in equal amounts, then record the one with the highest value.

9. **"What type of roofing material is used in your house?"** – If more than one type of material is used in the construction of the roof, then determine which is predominant. If two materials are used in equal proportions, then record the one with the highest value.

10. **"Do you or any members of your household have a refrigerator or freezer?" –** Include any refrigerator or freezer, regardless of condition.

11. **"Do you or any members of your household have a motorbike?"** – Include any motorbike, regardless of condition.

12. **"Do you or any members of your household have a radio/cassette player, radio receiver, or phonograph?" -** Include any radio/cassette player, radio receiver or phonograph, regardless of condition.

13. **"Do you or any members of your household have a gas stove, electric stove, rice cooker or pressure cooker?"** – Include any gas or electric stove, rice cooker or pressure cooker, regardless of condition.

14. **"Do you or any members of your household have a television (color or B/W TV)? -** Include any television, whether it is color or black and white, regardless of condition.

15. **"How many chickens does your household own?"** – Include all chickens currently owned by the household, including hens, roosters, and chicks.

16. **"During the last 12 months has any member of your household managed agricultural or forestry land or participated in agricultural or forestry cultivation, or raised livestock or seafood on land managed or used by your household?"**

17. **"During the last 12 months, has any member of your household worked on any annual crop land belonging to the household, such as long-term use land, contract land from state enterprise (state farm, forestry enterprise, company, enterprise, camp) or auction land?** (*If answer to the question above is "no", then enter "0" for the next question and end interview.)***"**

18. **"What is the total land area of all of the plots of land you own?** (*do not include land rented/borrowed from other households or rented/let out to other households during all of the past 12 months)***"**

Interviewer Instructions – "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!"

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.