



# **CORE WELFARE INDICATORS QUESTIONNAIRE (CWIQ)**

## **INTERVIEWER'S MANUAL**

June 2007

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## INTRODUCTION

### Recruitment and Training

You have been recruited to participate in this training to enable you to be appointed as an Interviewer for the Core Welfare Indicators Questionnaire (CWIQ) Survey, Income/Expenditure Survey and/or Price Survey. You will undergo a two-week non-residential training, which will involve classroom training, field practice and some testing. The CWIQ is fully described in Chapter one of this Manual and Income and Expenditure survey is described in Chapter 4 of this manual.

### Your Job as Interviewer

Your job is to conduct interviews and fill the questionnaires that have been designed for this survey. Recording answers will involve entering numbers and/or shading bubbles. You must make every effort to obtain complete and accurate answers to the questions and record them carefully, neatly and correctly. To obtain the cooperation and willingness of households assigned to you for interview, you must be polite, tactful and always patient.

### CWIQ Survey Organization

The organization for the execution of the survey at Liberia Institute of Statistics and Geo-Information Systems (LISGIS) is composed of the Central Management which is headed by the Project Director, Mr Francis F. Wreh, and supported by the Survey Director, Mr. Kormay Adams, Assistant Director, Mr. Diavana Koikoi, and Accountant, Youngor F. Amara,.

The Data Processing section is led by Mr. Joseph Nyan and is composed of Assistants and Verifiers who will be responsible for scanning and verifying the survey questionnaires. The field teams will be composed of 5 Field Coordinators, 22 Field Supervisors, 66 Interviewers and 27 Drivers. Three International Consultants will assist with the technical aspects of the survey implementation.

### Your Supervisor

Your Supervisor is your immediate superior and will be directly responsible for supervising the technical execution of your work. Your Supervisor will help you do your work efficiently, help you in case of difficulty and evaluate your work to ensure that it is accurate.

### Objectives of the Survey

These have been fully described in Chapter 1 of this Manual. The overall and specific objectives have been highlighted.

### Enumeration Areas

Liberia is divided into Regions, Counties, Districts and Clans. Each Clan is divided into Enumeration Areas (EA). You will be conducting interviews of households that have been selected using random sampling methods. In each EA, twelve households will be selected for interview. Your Supervisor will assign you households to interview. You will have to maintain a team spirit to ensure the successful completion of the interviewing process in each EA assigned to your Team.

### Interviewing Procedure

Instructions on interviewing procedure and how to build rapport with the respondent are described in Chapter 1 of this Manual. You are advised to carefully read them and be familiar with the procedures.

### Confidentiality

The information you will collect is confidential and will only be used for statistical purposes. Further details on confidentiality are contained in Chapter one of this Manual.

## CHAPTER 1: OVERVIEW

### 1.1 The Core Welfare Indicators Questionnaire Survey

The Core Welfare Indicators Questionnaire (CWIQ) survey is part of the effort of LISGIS to provide information for the management of the country economy and society. The CWIQ is designed to collect the minimum amount of information needed to identify and classify target groups and provide basic welfare indicators for monitoring poverty alleviation programmes. It has also become useful for rapid monitoring of the effectiveness of the delivery of development programmes and services to different population groups. The questionnaire is purposefully concise, and is designed to collect in addition to households' characteristics, information which measures access, utilization and satisfaction with social services. The survey is an innovative household survey package developed collaboratively by the World Bank with other international partners including the ILO, UNICEF and UNDP. It uses a technique of optical mark reading that permits fast processing of the data and a timely release of the results.

### 1.2 The Objectives of the CWIQ

The overall objective for conducting the CWIQ survey in Liberia is to provide information that will enable the preparation of a poverty profile which will lead to the preparation of the Poverty Reduction Strategy Paper (PRSP) for the Government of Liberia. The PRSP will need to have indicators that respond quickly to policy and program interventions and a system that collects and reports on these indicators. The poverty profile will provide data on overall rate of poverty with an analysis of the poor in relation to their location, occupations, access to and use of social services, living standards in regard to health education, employments, and child health. In addition, information on households displaced due to war since 1990, food aid and assistance provided to households and perceptions of households on poverty will be collected and analyzed.

The specific objectives of the CWIQ are:

- Elaborating main indicators for social welfare and basic needs of the socio-economic groups of the population;

- Identifying target groups for benefiting special action programmes designed by decision makers to address their needs;
- Monitoring changes happening in the households' welfare overtime;
- Providing a database for social research;
- Elaborating on numerous sector programmes aimed at improving the welfare of the population across the country. In order to prepare these programmes, it is necessary to identify the problems to be addressed by the policies and to know to which extent the population is affected by these problems;
- Building up models to stimulate the global impact of policy choices and the distribution of this impact.

Given capacity constraints, the **CWIQ and an additional questionnaire on the Income and Expenditure questionnaire (Chapter 4)** will also be administered for the same households. The additional information together with that obtained from the CWIQ will be used for estimating welfare levels and poverty incidence. While many countries with more statistical capacity usually conduct a household income and expenditure survey over a period of 12 months, the single visit approach has been used in a number of countries (mainly in West Africa) and has been successful.

### 1.3 What is Poverty

Poverty is not only having no money. Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom.

### 1.4 Sample Design

The CWIQ survey will be carried out on a sample of 3,600 randomly selected households located in 300 randomly selected clusters. The clusters have been selected from each locality (County). The clusters are Census Enumeration Areas (EAs) from the 2007 Demographic and Health survey (DHS). In each County, the primary sampling units are Enumeration Areas (EAs) and the secondary sampling units are households. Twelve (12) households will be

selected in each of the 300 EA using systematic sampling. As at the time of the 2007 LDHS, the number of EAs in each County, total number of households and number of EAs sampled in each County are given in the table below.

**Distribution of Total Number of EAs and Sampled EAs by County**

County	Total number of EAs	Sampled EAs
Bomi	189	8
Grand Cape Mount	171	10
Gbarpolu	139	28
Montserrado	171	12
Margibi	279	19
Grand Bassa	409	15
River Cess	94	8
Sinoe	134	16
Grand Gedeh	180	22
River Gee	109	12
Grand Kru	100	7
Maryland	147	27
Bong	540	15
Nimba	803	22
Lofa	429	13
Greater Monrovia	708	66
TOTAL	4,602	300

## 1.5 Data Collection

In the main CWIQ survey, 22 Supervisors will supervise the survey operations in the localities. Each locality will be assigned to one Supervisor. These Supervisors will be trained initially to test the questionnaire on a very small scale, in selected localities of the country. Thereafter they will supervise Interviewers recruited for the main survey. An Interviewer will cover up to four EAs during data collection and will be required to administer the modules to each selected household. The Supervisor's duties will include supervision of the work of the Interviewer to ensure proper and efficient data collection. Each Supervisor will report to the Field Coordinator of his/her region while the Field Coordinators will report to the national manager or Survey Coordinator.

## 1.6 Survey Logistics

Each Interviewer would aim to cover two households per day. Fieldwork will last for approximately 30 days. A total of 88 Interviewers will be used, with 22 Supervisors. A high level of supervision will be used because of the innovatory nature of the survey. Each Interviewer should complete around 40 interviews by the end of the data collection period.

The Central Management of the CWIQ survey is headed by the Project Director, Mr Francis F. Wreh supported by the Survey Director, Mr. Kormay Adams, Assistant Director, Mr. Diavana Koiko and Accountant, Youngor F. Amara. The field teams will comprise Field Coordinators, Field Supervisors, Interviewers and Drivers. The Field Coordinators located in five geographical regions: North Western, South Central, South Eastern A, South Eastern B and North Central. The sixth geographical region Greater Monrovia is close to LISGIS and will be within reach from the office. The Field Coordinators will have the responsibility of overseeing the field operations. The roles of Interviewers, Field Supervisors and Field Coordinators are fully described in sections 1.10, 1.12 and 1.13 of this Chapter. Three consultants, the Survey Manager, two Data Processing Specialists and the CWIQ Survey Support Consultant will assist with the technical operations of the survey.

Data processing will commence shortly after field interviews are underway, and run parallel to the fieldwork. Data entry and processing will take place at LISGIS headquarters.

## 1.7 Scope and Coverage

The survey will be carried out in all the localities of Liberia. The survey will cover both the urban and rural areas. Information will be collected on household members in the following areas:

- Population/Demography,
- Education,
- Health,
- Employment,
- Household Assets,
- Household Amenities,
- Displacement/Food Aid,
- Subjective Poverty,
- Children Under 5 years,

- Income & Expenditure

The price survey will be used to collect price information from market (s) located in the EA or close to it.

### 1.8 Survey Instruments

The five relevant survey instruments that will be used are:

- The CWIQ;
- The Income & expenditure questionnaire
- The Price questionnaire
- The Interviewer's manual; and
- The Supervisor's manual.

The CWIQ is discussed in detail in Chapters 2 and 3 of this manual. The present manual concerns the Interviewers who will execute the collection of data for the CWIQ and Income & Expenditure. It guides them through the training and the fieldwork to better understand the questionnaire, execute their tasks and provide quality data. The Supervisor's manual has been developed and will be useful to them in carrying out their duties as Team Leaders and also in checking the work undertaken by the Interviewers to ensure the processing of good quality data for the survey.

### 1.9 Confidentiality

The respondent must be assured that the information they provide will be confidential and will not be divulged to any unauthorized persons. The information furnished will be used for meeting the objectives of the survey and not for any other purpose. No individual level information will be analyzed. In this connection, the Interviewer must make sure that completed questionnaires are handled with the greatest caution.

### 1.10 Role of Interviewer

The success of any survey depends on each Interviewer's ability to collect accurate information from the respondents.

The role of the Interviewer includes the following:

- i) locating structures and housing units in the sampled E.A's, which are

assigned to him/her by the Supervisor;

- ii) identifying all persons in each household and conducting interviews with them;
- iii) carrying out interviews in accordance with the procedures described in this manual;
- iv) going throughout the questionnaire after completing an interview and ensuring that all questions are properly completed and that questions not meant to be responded to are completely clean and free of marks;
- v) visiting again the households for which information on some members were not available at the first visit;
- vi) Verifying questionnaires completely before handing them over to the Supervisor and most importantly before leaving the locality.

### 1.11 Building Rapport with the Respondent

The respondent's first impression of the Interviewer determines his/her willingness to cooperate in the survey.

- i) Introduction: To introduce himself/herself, the Interviewer will clearly state his/her name, show the Interviewer's identification card and request politely to talk to the head of the household/family.
- ii) First Impression: When an Interviewer is approaching a respondent for the first time he/she should: a) choose words that will make the respondent feel free and at ease for the interview. b) Open the interview with a smile and salutation: « Good Morning Sir/Madam, my name is (NAME). I am an Interviewer of the LISGIS. We are conducting a survey on the household's welfare. Your household has been selected through a random sampling process and we would like to interview you about your household's welfare. c) Proper clothing and attire are



strictly required as a sign of respect to the respondents and to represent properly the institution hiring the Interviewer for the survey.

- iii) Neutrality during Interview: Most respondents are polite and will tend to give answers they think the Interviewer wants to hear. It is therefore very important that the Interviewer remains absolutely neutral as he/she asks questions. The Interviewers should not either by facial expression or by tone of voice allow the respondent to think he/she has given the right or wrong answers to the questions.
- iv) Maintain word and sequence of the questions: The wording and the sequence in the questionnaire must be maintained. If the respondent misunderstands a question, the Interviewer should read the question again slowly and clearly. To follow the sequence of the questions the Interviewer should respect the filter and skip instructions indicated in the questionnaire.
- v) Be tactful: In a situation where the respondent shows no interest, acts bored, detached, contradicts previous answers or refuses to answer the questions, the Interviewer must tactfully bring back the respondent's interest in the interview.
- vi) Do not Hurry the Interview: The Interviewer should ask questions slowly and give the respondent time to think to ensure that he/she understands what is being asked. If the respondent is not allowed to think and formulate his/her opinion, the response may be « don't know » or he/she may give an inaccurate answer. If the respondent seems to be responding slowly, there is no need to hurry or to discontinue the interview.

## 1.12 Interviewing procedures

### Arrival in the community

The team will arrive in the community same day or a day before the start of the survey. Accompanied by the Interviewers the Supervisor will visit the Headman/Chief, and other prominent individuals to explain the purpose of the survey, and introduce the members of the team and discuss the survey programme.

### Finding the address

First, you should look for the address written on the page of the list of households and make sure that it is the household of the head indicated on the sample household sheet. Sometimes you will have difficulties in finding a household. You may be unable to find either the dwelling or the household:

- (i) The dwelling at the address may be abandoned, the household having moved without being replaced by another,
- (ii) The household of the head whose name is on the sheet may have left and another household may be living in the dwelling.

If any of these situations exist, you should stop and ask for advice from your Supervisor.

### Explanation of the survey

When you arrive at a household, the first thing you should do is to greet every one, introduce yourself and say that you are working for the government. You should automatically show your Interviewer's identity card in all cases.

You must explain that:

- a) You are conducting a survey of non-diplomatic households living in Liberia, and that the purpose is to find out about the present patterns of household characteristics, employment, and living conditions in the country. The survey is thus very important for planners to know how to improve the quality of people's living standards.
- b) The communities and the households that will be interviewed have been selected at random. Other neighbouring communities and households have been selected in the same way.

- c) The survey is not concerned in any way with taxes, and all the information recorded will be regarded as confidential and covered by the obligation of statistical secrecy.

Explanations play a great part in the willingness of people to reply to questions.

### **Introduction to Household**

The enumerator should comprehensively explain all of the contents of the survey objectives to the head of the household, making sure to answer any questions that he or she might have. If the head of household is unwilling to proceed with the interview, please contact the Field Supervisor as soon as possible. The Field Supervisor should then talk to the household head to make an effort to obtain their cooperation. While awaiting the Field Supervisor intervention in contacting the household head, which may require time (hours to several days), continue administering the questionnaire to other survey households in the Enumeration Area (EA).

If the Field Supervisor also is unable to convince the original household to participate in the survey, use the first household from the set of replacement households for the EA selected from the household listing at the time of the original household selection. Again, only use a replacement household with the authorization of the Field Supervisor.

#### **1.13 Role of Field Coordinators**

The Field Coordinator will be responsible for overseeing the field operations and ensuring that the field teams are in the selected locations and performing their duties. He/she will also have the responsibility of visiting the teams in his/her region, communicating with the Supervisors to assess progress, solve problems (if any) and receive and forward completed questionnaires to LISGIS headquarters in Monrovia at agreed intervals.

#### **1.14 Role of Field Supervisors**

The Supervisor who will also be the Team Leader of 4 Interviewers will oversee the work of the survey on a daily basis. There will be 22

such teams. The Supervisor will be responsible for the quality of the data, which the Interviewers will collect the data. The questionnaires that are incomplete or erroneous will be returned to the Interviewers for correction. The Supervisors will be responsible for the logistical arrangements. The Supervisors will be responsible for convincing difficult heads of households to be interviewed for the survey. The Supervisors will also be responsible for making sure that all correctly completed questionnaires are forwarded to the Field Supervisor for transmission to LISGIS headquarters in a timely fashion.

#### **1.15 Quality Control of Field Operations**

As described earlier under logistics, a team approach will be adopted for the collection of data. Each Interviewer would aim to interview at least two households per day during the 30 days of fieldwork. The team approach lends itself to the implementation of several procedures to ensure the quality of field operations, namely:

- Adequate and permanent communication between all team members and between the field teams and the LISGIS in Monrovia;
- Frequent and close monitoring of the Interviewers, by means of random checkup visits to the households and various other supervision measures implemented by the Team leaders/Supervisors;
- Integration of computer-based quality controls to field operations at the zonal level. The data entry operators onto computers will scan the data on the questionnaires while the Interviewers are still in the clusters, so that revisiting the households can solve errors and inconsistencies.

## CHAPTER 2: CWIQ SURVEY

### 2.1 Questionnaire Format

The CWIQ questionnaire is automated and specifically designed for optical reading. This explains the page presentation with boxes and bubbles. All the questions are pre-coded. Once filled, the questionnaire will pass through a scanner hooked to a computer for the purpose of capturing the data. A computer program will check the range values for each question and the skip pattern. All errors will be released in an error file. The process is rapid and results can be edited and processed in a very quick manner. During the training, Interviewers will be subjected to several exercises to learn how to complete the questionnaire in order to reduce the error rate. The questionnaire consists of several sections and follows a specific structure designed to facilitate ease of completion.

The layout of the questionnaire is as follows: an I.D number for the questionnaire is located on the bottom right hand corner; there are four blocks (e.g. triangles) on each corner of the questionnaire page and these should not be tampered with; each bubble or box has coordinates (dimensions); the reference number has three boxes and this number should be written clearly on all pages of the questionnaire. If questionnaire pages are mixed, the computer will sort them based on the reference number. If the reference number is missing on all or one page, the questionnaire will not be accepted.

### 2.2 Structure of Questionnaire Pages

Each page has a series of boxes at the upper right hand corner for entering the reference number.

When a question is highlighted, it signals a skip instruction, which the Interviewer must follow.

The design of sections B to section I, feature only the questions below which are given the responses with the boxes to enter numbers or bubbles to shade. Under section A, apart from Q.1 to Q.8, the other questions are structured similar to those in sections B to I. In some cases, the questions can take multiple answers, in which case the Interviewer will shade several responses. In other cases, only one response

will be required, hence only one bubble will be shaded.

A question is composed of a reference number, which consists of the section letter and the sequence number. Example: B.2 refers to the second question in section B.

### 2.3 Recording Responses

There are two ways of recording responses in the questionnaire:

- Entering a Number in a Box

Each box is allocated to one digit. The digit has to be entered clearly in the middle of the box without touching the borders and in an appropriate size, neither too big nor too small. In other words, the number must be clearly readable.

- Shading a Bubble

There are two types of bubbles in the questionnaire. Some are empty while some have a digit or a letter printed inside it. Both types require the Interviewer to shade the corresponding response or responses.

For entering a number and shading a bubble, the Interviewer will use a black ballpoint pen or a B2 type of pencil, which will be provided with the rest of his/her materials (clip board, etc.).

For efficient scanning, the questionnaire must be marked correctly. Bubbles should be shaded properly; bubbles that are incomplete, ticked or crossed will not be read or will require operator verification. Bubbles shaded by mistake should be clearly marked to show that the response is incorrect. An example of correct shading of bubbles is provided on page one (cover page) of the questionnaire. After completing an interview, the Interviewer will go over the questionnaire again to ensure that all bubbles are properly shaded and that bubbles not meant to be shaded are completely clean and free of marks. Numeric answers will be printed in normal script in the space provided.

## 2.4 Filter and Skip Instructions

The filter instruction indicates the household members to be interviewed and where to start the interview according to some conditions. Examples:

### Filter instructions

A filter instruction comes before the question. For example filter in B.5 **IF PERSON IS UNDER AGE 10 GO TO B.6**. This means that interviewer should not ask the question below the instruction in B.6 to any household member whose age is under 10 years.

Section C filter states the following: **ASK C.1 IF PERSON IS AGE 15 OR ABOVE OTHERWISE GO TO C.2**.

The meaning of this is that for a household member, who is less than 15 years old, he/she should not be asked this question and as such for this person both the Yes and No bubbles should remain blank. Other examples are given below.

*A filter instruction usually implies a question(s) below is(are) not applicable to some household members or items, etc.*

### Skip instructions

Skip instruction are placed a line below the last line of responses or at the bottom right hand side of a list of responses. The following are some examples:

**QUESTION C.5: IS [NAME] CURRENTLY IN SCHOOL?**

At the end of the list of responses, there is a Skip instruction: **IF C.5 RESPONSE IS NO GO TO C.9**.

**QUESTION C.8: DID [NAME] HAVE ANY PROBLEMS WITH SCHOOL?**

At the end of the list of responses there is a Skip instruction **GO TO NEXT PERSON**.

Once all the household members who are attending school have responded to this question, questions **C.9 and C.10** are not

applicable to them. That marks the end of asking education questions for these household members. Question **C.10** will be answered by those members who have never attended school, while Question **C.9** will be answered by those members who are in the school going age (18 years or below) but are currently not attending school.

**Both filter and skip instructions are imperative. They must be strictly followed.**

## 2.5 Completing the Questionnaire

The main questionnaire (CWIQ) is composed of 10 sections or modules that are described in chapter 3. These sections are as follows:

Section A	Interview Information
Section B	List of Household Members
Section C	Education
Section D	Health
Section E	Employment
Section F	Household Assets
Section G	Household Amenities
Section H	Displacement/Food Aid
Section P	Subjective Poverty
Section I	Children under 5

The 11<sup>th</sup> module is the Income and Expenditure questionnaire, which is composed of seven sections. These sections are as follows:

Section A	Interview Information
Section J	Durable Goods
Section K	Consumption of own produce and gifts received in kind
Section L	Frequently Purchased Items
Section M	Less Frequently Purchased Items
Section N	Household Income
Section O	Household Transfers

The case of large households: For the CWIQ one questionnaire can accommodate households with up to 10 members having four children under age 5 in Section I. For households with more than 10 members or more than four children under age five extra questionnaires are used for the additional individuals. Extra questionnaires are assigned a number in A.3, the questionnaire number. The principal questionnaire is number 1; extra questionnaires are numbered two through nine as required. The first page of the extra

questionnaires should be completed as in questionnaire 1 with changes in the questionnaire and reference numbers. Sections B, C, D, E and I are completed as required for the additional members/children. Situations, which will lead to the completion of more than one questionnaire per household, include:

- Having more than 10 members in the household;
- Having more than four children under age 5 in the household.

Sections F and G will not attract additional questionnaires.

General definitions that may apply to sections of the questionnaire are available in Annex 1 of this Interviewer's Manual.

For the Income and Expenditure questionnaire, only one questionnaire will be administered to a household. All the sections of the questionnaire are applicable to all households irrespective of the size of household.

### **2.5.1 Some General Guidelines - What You Should Do**

Write the reference number on all pages of the questionnaire. This number is defined in Chapter 3 of this Manual.

Complete Q.1 to Q.8 before household interview.

**In entering numbers in the questionnaire boxes, do not enter leading zeros. The exceptions are first page of the questionnaire, household sample numbers 01, 02, ..., 09, 10, etc. and cluster (E.A) number. If a response to a question is zero, print one zero in the far right hand box, if more than one box exist. In this case, do not enter leading zeros.**

If a mistake was made in entering a number inside a box (when using a ball point pen), then cross that number and write it outside the box either on top of the box, right hand side of the box or bottom side of the box to enable those editing the questionnaire to enter the correction.

To record 12.00 noon in the questionnaire, write 11.55 or 12.05 since 12.00 noon has neither AM nor PM.

Write numbers like this 1,2,3,4,5,6,7,8,9. You can cross the 7 if you wish and you can write nine with its tail straight down.

Use black ballpoint pen or 2B pencil for writing and shading bubbles in the questionnaire.

If the wrong bubble is shaded, double cross it and mark the correct bubble. If the correct bubble was marked and crossed by mistake put a tick outside it to show that it is the correct bubble for the data editors to see and make the correction.

Date of birth of a household member, if the respondent does not know the actual date of birth except the month and year then enter either 1 or 15 for the date of birth.

In shading the bubble start from the centre of the circle and move outside.

Follow the filter and skip instructions on each page of the questionnaire.

### **2.5.2 Some General Guidelines - What You Should Not Do**

In writing names of household members, do not go overboard; try to stay within the available space. Interviewer information (Q.1 to Q.6 and Comments section) and names of household members are for manual editing and will not be scanned by the computer.

Avoid making too many corrections on a page. If many mistakes have been made on a single page, it can be corrected by completing a new questionnaire. For example if you made a mistake on page 12 of the questionnaire, unclip the questionnaire pages and remove the bad page. Unclip another new questionnaire and replace the corresponding page. The removed page and the blank questionnaire now missing one page should all be kept. In the comments section of the questionnaire missing a page should be written, *Page 12 missing*.

Do not photocopy a page of the questionnaire, it will cause problems. Photocopy pages are set to different sizes, legal size, etc.

Do not tamper with the bottom right hand corner of the questionnaire. That corner has the identification number [24464].

Do not take any questionnaires used for training to the field.

Do not complete a questionnaire that has a missing or duplicate page, it will not be accepted for data processing.

Do not create your own box in the questionnaire.

If a mistake has been made in writing a number in a box, do not write the corrected numbers in the **Comments Box** on page 1, double cross it and write the number outside the box for the editors to correct.

Do not leave blank the AM and PM bubbles on page one between questions A.6 and A.7 of the questionnaire and on the right hand side of boxes in question A.9. **The CWIQ is using a 12-hour clock for recording time.**

Do not leave questions B.1 and B.4 of Section B incomplete, for it will be difficult to verify these in the office.

Do not write more than one digit in the questionnaire boxes. The questionnaire is designed to accept one digit for each box and not two or more digits in each box.

Do not leave a page or column that is supposed to be completed blank; otherwise it will be treated as missing. In the case of two questionnaires completed for a household with 4 children under five years old, if information for three children is on the first questionnaire and information for the fourth child is on the second questionnaire, the blank child's information on the first questionnaire will be treated as the fifth child. Please fill information for the fourth child on the first questionnaire instead of the second questionnaire and avoid leaving sections of the questionnaire blank and jumping to other questionnaires.

Do not correct responses given by the respondent without asking the respondent the questions again except for minor errors.

Do not copy information obtained during an interview on a new questionnaire.

Do not go overboard when shading a bubble; try to stay within the bubble. Avoid putting a dot inside but try to fill the bubble in a shading process.

Do not ignore Filter and Skip instructions in the questionnaire otherwise errors will be detected at the time of data processing and you will be asked to correct them.

## **CHAPTER 3: CWIQ MODULES**

### **3.1 Section A: Interview Information**

#### **3.1.1 Purpose of Section**

The first section of the CWIQ provides information that would enable identification of the household being interviewed. The field Supervisor will have, for identification purposes, a list of housing units and corresponding households to be interviewed. It is important for the success of the survey that the actual household being interviewed matches that which appears in the sample list. Part of the identification information will be completed prior to the interview, part of it will be completed as the interview begins and the rest will be completed at the end of the interview.

#### **3.1.2 Reference Number**

**Each household is assigned a unique three-digit identification number. This number will be a combination of the household number in A.2 and the questionnaire number in A.3. This number will be written in the boxes located in the upper right-hand corner of ALL QUESTIONNAIRE PAGES. For additional questionnaires of the household, new reference numbers will be created following the same procedure.**

#### **3.1.3 Annotations of Section A Questions**

##### **Q.1 Interviewer's name**

The Interviewer will write his/her name in the box provided. This can be done before the interview.

##### **Q.2 Name of Head of Household**

The name of the head of the household will be part of the household sample list and will assist the Interviewer in properly identifying the selected household (see 3.2.2, 3.2.3 and Annex 1 for definitions of household and head of household).

##### **Q.3 County**

This is the name of the county in which the household is located. It will be part of the

household sample list and can be written before the interview.

##### **Q.4 District Name**

This is the name of the district in which the household is located. It will be part of the household sample list and can be written before interview.

##### **Q.5 Clan/Township**

This is the name of the Township in which the household is located. It will be part of the household sample list and can also be written before interview.

##### **Q.6 City/Town/Village**

This is the City/Town/Village in which the household is located. It will be part of the household sample list and can also be written before interview.

##### **Q.7 Cluster (E.A) Number**

This is the CWIQ E.A in which the household is located. It will be part of the household sample list and can be entered in the boxes before the interview.

##### **Q.8 Structure Number**

This is the structure number established at the time of listing household in the Clusters (E.A's).

##### **A.1 Cluster**

Enter the Cluster (E.A) code that has been established.

##### **A.2 Household**

All households on the sample list will have been numbered. The number of the household being interviewed will be entered here. The listing and sample selection of households in each Cluster (E.A) will be done before the enumeration process.

##### **A.3 SEQ.**

This is the number of questionnaires completed for the household. Each questionnaire has

sufficient space to collect information for 10 household members. In case a household has more than 10 members, the Interviewer will record information on the additional members on extra questionnaires. The questionnaire number identifies extra questionnaires and the sequence of the household members listed (i.e. sequence number 1 lists members 1 to 10, sequence number 2 lists members 11 to 20 and so on through sequence number 9).

#### A.4 Interviewer

Each Interviewer will be assigned a unique identification (ID) number, which he/she will use throughout the duration of the survey.

#### A.5 Date

This is the date the interview is conducted. Months are converted to numbers; for example, January is '1', February is '2', March is '3', etc. The year is entered by using only the last two digits; for example, 2007 would be entered as '7'. The day of the month is entered as 1 to 30 or 31 as applicable (No leading zeros). Write the date on the far right hand of the available boxes for the date, the same is true of the month and year.

#### A.6 Time

This is the time of day the interview begins. The CWIQ survey uses the 12-hour clock. In addition to the hour and day, the time will also indicate AM (before the hour of noon) or PM (after the hour of noon). 11 AM should be recorded as 1100, **12 NOON should be recorded 1155 or 1205**, 8:59 AM should be recorded 859 (No leading zero's) while 4.50 PM should be recorded as 450, etc.

#### A.7 Respondent Member Number

The Interviewer assigns each member of the household a number. This is done at the time of listing household members' first names and surnames at the top of Section B. If the head of household is the respondent to the interview, then the number entered in A.7 will be '1' in the right hand box. If the respondent is someone other than the head of the household, A.7 cannot be completed until after the list of household members at the top of Section B is

completed. If other household members give responses to some of the questions in the questionnaire, the respondent in A.7 will be the head of household or the respondent since he/she will have given answers to the majority of the questions in the questionnaire while other household members assisted in giving answers to some of the questions.

#### A.8 Result

The remainder of Section A is located at the bottom left hand side of the first page of the questionnaire and provides concluding information. The result indicates whether the selected household was successfully interviewed or not, the result of the interview should be recorded in one of the four categories. If sections F, G, H and P of the questionnaire have information then the result of the interview should be considered as complete.

#### A.9 Interview End

Here the Interviewer will record the time of the day the interview was concluded. In case an interview is interrupted because the children were absent at the time of interview or the respondent decided to delay the interview for a reason, then the Interviewer should enter 0 in A.9 in the far right hand corner of the boxes.

#### 3.1.4 Comments

Within the **Comments Box**, the Interviewer will explain any problems encountered during the interview and any other points of importance. The Supervisor will add his/her comments confirming that the form has been checked and the first level of consistency and validation checks have been completed. The contents of page 1 will always be the first information to be checked by the Supervisor when the Interviewer returns the questionnaire. In addition, there may be situations where a response needs to be clarified or could not be classified; in this case the Interviewer may make a note in the **Comments Box**.

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### 3.2 Section B: List of Household Members

#### 3.2.1 Purpose and Procedure for Completing the Section

This section deals with individual details of all household members. Other sections of the questionnaire concerning education, health, employment, children under five will also collect information on individuals. The remaining sections on household assets, household amenities, displacement/food aid and subjective poverty will collect information pertaining to the household as a whole.

The procedure for completing the section will be as follows: The interviewer will first record the names of all household members. Only after the listing of all members is complete will the interviewer proceed to ask questions B.1 through B.6 for the first person listed. After asking all the questions B.1 through B.9 (following Filters and Skips in this section) for the member listed, the interviewer will go back and ask questions B.1 through B.9 for the next listed member before proceeding to section C - Education. Interviewers will be mindful to fill the correct column for each member, perhaps using a ruler or other straight edge to guide the completion of columns.

#### 3.2.2 Household

A household can be a one-person or multi-person unit. A number of criteria can be used to define the household. A basic distinction should be drawn between the household and the family unit. The latter involves the criterion of kinship, where members are related by blood, marriage or adoption. Households could consist of a single family or several families. It is also possible for families to be spread across households, either temporarily or permanently. For example, a married woman may continue to live in her father's household while she is young, while her husband lives under a separate roof.

**For the CWIQ, a household is a group of people who normally live and eat together. Members should acknowledge the authority of a single head of household, whether that person is presently living with the rest of the household or not.**

In polygamous households, each wife is treated as a separate household when the wives live in separate quarters or compounds. If the man is not residing in that quarter or compound, the wife should be treated head of that household. The head of household should not be duplicated to cover a number of households.

Household members who normally reside in the household are de jure members, regardless of whether or not they happen to be present at the time of the interview. The household is an economic unit in which members are inter-linked by an economic relationship, such as producing together, sharing money earned, or sharing the home. The CWIQ collects information on a wide range of key events, which are the expression of this economic behavior. It is therefore essential that all persons who have participated in the decisions or in the result of these decisions be included in the household. **Visitors staying with the household at the time of the survey, even if for several weeks, are not considered household members.**

The procedure for completing questions - The Interviewer will first record the names of all household members. Only after the listing of all members is complete will the Interviewer proceed to ask questions B.1 through B.9 for the first person listed **[Following FILTER INSTRUCTION in B.5 and B.6 and SKIP INSTRUCTIONS at the bottom of B.6 responses and bottom of B.8 responses]**.

The Interviewer will ask the questions in Section B for all household members before proceeding to Section C-Education. Interviewers will be mindful to complete the correct column for each household member, perhaps using a ruler or other straight edge to guide the completion of columns.

#### 3.2.3 Listing Household Members

The first step in Section B is to list the names of all members of the household. **The person listed in the first column will always be the head of the household.** If the respondent to the questionnaire is not the head of the household, the head of the household will still be listed in the first column (not the respondent). If the head of the household is absent at the time

of interview, he/she will still be listed in the first column. The first and last names of the household members should be written vertically in capital letters before asking question B.1. Fit the names in the box provided, avoid going overboard.

### ***Head of Household***

The head of the household is the key decision-maker within the household and the other members of the household acknowledge his/her position of authority. As such, the main economic provider may not necessarily be the head of the household. In many African societies, the oldest adult male is often considered the head of household, regardless of whether or not he is the main economic provider.

As the key decision-maker, the head of household is the person most aware of what is happening in the household, and will often be the most appropriate respondent in the CWIQ. However, the head of household may not be able to answer all questions accurately if he is not the main economic provider of the household, or if other household members have their own areas of authority. In such cases, other household members can assist the head of household during the interview. For example, older siblings may be more knowledgeable about exact levels of schooling of younger members of the household.

An absent head of household creates a special situation. The person recognized as being the household head may not be a regular resident member of the household. For example, a polygamous husband may be the head of several households, or a rural head of household may migrate to the city to seek employment and leave his family behind in the village. In both cases, the husband may still be the main household decision-maker, in spite of his long periods of absence. It is essential that absent heads of household be enumerated with their households, even when they are away for more than six of the previous twelve months (and care must be taken not to double count such persons.)

The process of listing household members should be done carefully to ensure that no one is missed. **List the children after their mother.**

**In case of polygamous households or households with several mothers, list all children following their respective mother.** To ensure complete coverage, the Interviewer should explicitly ask about three types of persons, which are commonly overlooked by survey respondents. The first is persons who are temporarily absent; they should be included. The second is servants or lodgers; it is possible that these individuals are members of a separate household (see definition of household in annex 1) that have been included during the listing exercise. If this is the case, they should not be included as members of the household being interviewed. If, on the other hand, there is no obvious indication that they belong to another household, then they should be included. Finally, the Interviewer should ask whether there are any infants or small children who have not been listed, as very young children are often overlooked in accountings of household members. As many as 10 persons can be listed on page 2; if there are more than 10 household members, the Interviewer will need to use an extra questionnaire. The numbering of members of households on the second questionnaire will be 11, ...20. Please write the extra numbers next to the existing numbers.

## **3.2.4 Annotations of Section B Questions**

### **B.1 Sex of a Household Member**

The respondent will indicate the sex of each household member. The Interviewer should be mindful not to assume the sex from the name, but be sure to ask about each person. Unless the head of household says my son or my daughter, etc., for these cases you need not ask the sex of the person but in situations when a name is mentioned that can be used for both males and females, never use your judgment; even in cases when you think that the name would most likely be a male's (or female's) name, have the respondent to confirm the sex. Interviewer should never leave this question unanswered.

### **B.2 Absent Household Members**

Absence of persons from the household for extended periods of time may have important social and economic consequences on the household. For example, when the head of

household is absent for long periods, decision-making may shift to another person in the household. The level and sources of income may be affected by the absence of income contributors.

### B.3 Relationship to Head

The first column should always be shaded bubble '1' since the head of the household should always be listed in the first column, regardless of whether or not the head is present at the time of interview. Other members should be identified in one of five categories. The spouse is the married or partner by mutual consent of the head. Children and parents of the head of household will be identified as *child* (child = biological children, adopted son/daughter) and *parent* respectively, and all other relatives will fall in the *other relative* category. **Members of the household who are not related to the head will be classified *not related* such as unmarried women living together with a man or servants.** In the case of living together, even if the two are having children, as long as they are not legally married they are not related. ***Special care should be taken in recording the relationship of a child to the head of household, in particular when the child is not a biological child but a step child, adopted child, etc.*** Particular care must be taken in recording relationship information when the respondent is someone other than the head of the household; clarification must be made to the respondent that we are interested in the relationship of the person to the head of the household, not to the respondent.

### B.4 Age at Last Birthday

The age of each person will be recorded in completed years. This is the age of the person at their last birthday. If someone will be 25 years old in two weeks after the date of interview, the recorded age would be 24. **Ages of nine years or less will be entered without a leading zero** for example a 3 months infant is less than one year old and will be recorded '0' in the right hand box. Persons over the age of 95 will be entered as '95'. If the respondent is uncertain of someone's exact age, the Interviewer will probe to obtain an estimate. Only as a last resort is the Interviewer to record a response of *do not know*. This is done by

writing "DK". The use of District Calendars may assist in determining age in some instances.

### B.5 Marital Status

The marital status may be: never married, married in a monogamous union, married in a polygamous union, living together, divorced, separated and widowed. Living together means, you are not legally or by custom married but you are living in the same household and have or do not have children. Divorced and separated category is combined because of low frequency of occurrence in the countries. Living together is a separate category of marital status.

### B.6 Father Living

#### (a) Explanation of GO TO THE NEXT PERSON

In B.6, there is a Filter instruction **IF PERSON IS OVER AGE 18 GO TO THE NEXT PERSON**. In this case, questions B.6 to B.9 are not applicable to that person. **GO TO THE NEXT PERSON** means the interview for that person, in this section of the questionnaire ends there and that you should continue to solicit information for the next household member until information for all household members has been obtained.

#### (b) Information on whether father is alive

This information in B.6 on whether the father is alive is useful for determining whether the child (natural) father is alive and to measure the prevalence of orphan hood and child fostering in the population. This question is asked to those below age 18. In many cultures, people consider other people's children whom they are raising as their own, especially children of their brothers or sisters, etc. Make certain that the respondent understands that you are asking about the biological father of the child.

### B.7 Father Living in Household

The idea is to determine whether a child is under the care of the living father.

### B.8 Mother Living

This information is useful for determining whether the child (natural) mother is alive and to measure the prevalence of orphan hood and

child fostering in the population. This question is asked to those below age 18. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husbands or sisters, etc. Make certain that the respondent understands that you are asking about the biological mother of the child.

### **B.9 Mother living in household**

The idea is to determine whether a child is under the care of the living mother.

**Comment: special care should be taken to cross check responses to questions B.6 to B.9 with responses given in B.3 particularly if the relationship is reported as child. It may happen that this child is not biological to the head of household.**

### **3.2.5 Conclusion of Section B Questions**

Once responses to Section B questions have been obtained for all household members, the Interviewer will identify:

- (a) Household members (Male or Female)  
15 years or older

**Action: Circle their member number at the top of Section C-Education.** Question C.1 will only be asked if a household member is age 15 or above otherwise go to C.2 (See the Filter instruction in C.1). Question C.2 is for all household members irrespective of age.

- (b) Household members (Male or Female)  
age 5 or older

**Action: Circle their member number at the top of Section E-Employment.** Questions in this Section will only be asked if a household member is age 5 years or older. Thereafter skip instructions will be followed for the rest of the employment questions.

- (c) Female household members between  
age 12 and 49

**Action: Circle their member number at the top of Section D-Health.** Questions D.1 and/or D.2 will be applicable to them. If response is No

to question D.1, go to D.3 (Skip instruction), otherwise ask question D.2.

- (d) Household members (Male or Female)  
age less than 5 years

**Action: Enter the child's member number and the member number of the mother in I.1 of Section I-Children under 5.** This is to ensure that the child and mother information is correctly entered. If the mother is not in the household or is deceased, enter 00 for the code of the mother.

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### 3.3 Section C: Education

As with Section B, all members of the household are asked questions in this section (with the exception of question C.1 which is asked if a household member is age 15 or above). The Interviewer will proceed through Section C by asking questions vertically in each column and following filter and skip instructions. Through this approach, all the education questions will be completed for one person prior to asking the next person.

#### 3.3.1 Purpose of Section

The key educational indicators that are of interest are enrollment rates and drop out rates. The enrollment rate is obtained by using age in conjunction with question C.5, *Is [NAME] currently in school?* The classification of an individual as a school dropout is obtained by combining question C.5 with C.4 *Did (NAME) attend school last year?* Dropouts are persons not currently attending school, were attending school the previous year, and have not completed their studies. Additional educational indicators include the highest grade completed, and the type of school attended (private or public).

#### 3.3.2 Annotations of Section C Questions

##### C.1 Can [NAME] Read and Write?

This is the only question in this section to be responded to by person's age 15 or older; all other questions are to be responded to by all household members. The aim here is to record functional literacy (the ability to read and write every day sentences and commonly available text, such as letters and newspapers). If a person can read but cannot write, he/she is considered illiterate and the proper response is *NO*. The CWIQ survey will not include rigorous testing of literacy; Interviewers will have to use their judgment and information from the respondent to assess each person. Literacy can be in any language, not just the main or official language, provided it is commonly used in a written form.

### C.2 Ever Attended School

**THIS QUESTION IS TO BE ANSWERED BY ALL HOUSEHOLD MEMBERS.** Did the household member in question attend school at any time during his/her life? A positive response is recorded regardless of whether or not any grades were completed. If the answer is No, the Interviewer will obey the Skip instruction at the bottom of C.1 responses and go to question C.10. The question in C.10 is applicable to persons who are age 18 or under, **ASK C.10 IF PERSON IS AGE 18 OR UNDER.** Before asking the question in C.10, check that the household member is 18 years old or below age 18.

**The term *school* means formal schooling—primary, secondary and post-secondary schooling. Also included are technical or vocational training. This definition does not include Bible school, Koranic school or short course like typing, computing or sewing.**

### C.3 Highest Grade Completed

To be recorded as completing a level, the person must have actually finished the level in question. For example, someone who attended Standard 6 but never finished that year would be recorded as having completed Standard 5. Someone currently attending Form 3 would be recorded as having completed Form 2. A code double zero '00' is used to indicate None while a code 01 is used to indicate completion of pre-school. Any high level/diploma completed at the university is coded '31'. Please use the codes provided in the questionnaire for the responses in question C.3.

If over the years the grading system has changed, the Interviewer should do the best to find the equivalent grade in the current system. The applicable education codes are provided below:

### Education Codes

Codes	Levels	Codes	
00	None	22	S8
01	Pre-school	23	S9
11	P1	24	SH10
12	P2	25	SH11
13	P3	26	SH12
14	P4	31	University
15	P5	41	Vocational
16	P6	42	Teacher training
21	S7	43	Technical

P=Primary, S=Secondary, SH=Senior high

#### C.4 Did [NAME] Attend School Last Year?

This information is used to calculate the dropout rate. If the person attended school last year, but is not currently attending school and did not finish school, he or she is considered a dropout.

#### C.5 Is [NAME] Currently in School?

Anyone currently attending school should be recorded as Yes, and then asked question C.6. If the response is No, the Interviewer will skip to question C.9 for this person. If the person is on break from school (for example between semesters or on summer break), but intends to return after the break, the Interviewer will record a Yes response.

#### C.6 Current School Grade Attending

Response codes for this question are the same as those used for question C.3. Enter '31' for household members who were at the university last year and are currently attending university, as well as Vocational training, Teacher training and Technical training.

#### C.7 Who Runs the School Currently Attending?

For those currently in schools, the Interviewer will record what type of organization is running the school. The field Supervisor will be advised to educate himself/herself regarding the types of schools in the area, as some respondents may have difficulty reporting this information. The Supervisor can then assist in properly coding the type of organization from the name of the school.

#### C.8 Problems with School

Whether or not anyone currently attending school is having any problems with the school facility will be recorded here. These would be problems experienced recently or in the current school year. A few school related problems have been singled out for pre-coding; any problems not listed here would be coded 'Other problem'. Be aware that the question concerns the school and its environment not the student's performance.

**Interviewers may mark more than one answer.** After asking someone who is currently in school, the Interviewer will go back to ask the next person (and not ask C.9). **If the response is C.8a (no problem (satisfied)), no other bubble can be shaded.** The response *Poor teaching* should be interpreted as *Poor teaching method*. Please note that these problems do not include personal problems such as performances, health conditions, etc.

#### C.9 Why not Currently in School?

This question is to be responded to by everyone who is not currently attending school. **Interviewer may mark more than one answer.** If a response is given which is not listed in the questionnaire, the Interviewer is to shade the *Other* bubble and write the reason in the questionnaire **Comments Box** in section A. Having no money for school should be interpreted as too expensive (**Response C.9c**). Most households are in a position to pay school fees for their family members. In this case, the response *Too expensive* may imply that the household did not give priority to the education of a family member or have no money i.e. **Lack of money/Too expensive.**

#### C.10 Why Not Started School?

This question is for a person whose age is below 19 years and has never attended school.

**Interviewer may mark more than one answer.** Most households are in a position to pay school fees for their family members. In this case, the response *Too expensive* may imply that the household did not give priority to the education of a family member or have no money i.e. **Lack of money/Too expensive.**

### 3.4 Section D: Health

The Filter Instruction in D.1 **IF PERSON IS MALE OR UNDER AGE 12 OR OVER AGE 49 GO TO D.3** means that questions D.1 and/or D.2 should be responded to by only women whose age is from 12 to 49. All members of the household should respond to questions D.3 to D.9 following the Skip instructions. The Interviewer will proceed through Section D moving vertically down each column and following the skip instructions. In this way, all the health questions would be completed for one person before asking about the next person.

#### 3.4.1 Purpose of Section

A key aspect of household welfare is the ability to seek and attain access to medical care when required. The CWIQ will collect data on reasons for requiring medical attention, frequency of use of health services, satisfaction with services provided and in a later section (G), access to health services.

#### 3.4.2 Annotations of Section D Questions

##### D.1 Did [Name] Have A Live Birth in the Last 12 Months

If response to D.1 is YES, ask question D.2. A "live birth" occurs if a child shows signs of life and cries for the first time soon after birth. If the woman did not have a live birth during the last 12 months from the date of interview, go to D.3.

##### D.2 Did [Name] Receive Pre-natal Care During the Pregnancy

Pre-natal care helps to detect problems associated with pregnancy and delivery. Pre-natal care is crucial to the health of both mothers and babies. All pregnant women should have routine check-ups. This question does not cover other types of medical check-ups the woman has had during the one-year period preceding the date of interview that had nothing to do with pregnancy.

*Pre-natal care* refers to a pregnant woman going for consultation on the conditions of the pregnancy before childbirth. Note that the woman need not be ill.

### D.3 Sickness or Injury in the Last 4 Weeks

This question is meant to capture those persons who are (or were recently) sick or injured, and may have been unable to engage in their normal activities in the last four weeks. This does not include minor indisposition such as minor headaches, minor episodes of stomach cramps, etc. **Note that the respondent will answer this question for all household members.**

#### D.4 Sort of Sickness or Injury

This question is meant for persons who are/were unable to perform their normal activities due to sickness or injury within the previous four weeks. If the person suffered from more than one sickness or injury, the Interviewer should shade all categories that apply. **Interviewer may mark more than one answer.**

#### D.5 Consult Health Provider or Traditional Healer For Any Reason in Last Four Weeks

This question is meant for all household members, regardless of whether or not they were reported as being recently unable to perform their normal activities. An affirmative response is recorded for anyone who saw a health provider for any medical reason within the four weeks before the interview. For persons who did not consult a health provider, the Interviewer will skip to D.9.

#### D.6 Kind of Health Provider Seen

This question is for those persons who sought advice or treatment from a health provider. The Interviewer may need to determine from the respondent the type of place the provider was located. For example, if the person saw a doctor in a hospital, the Interviewer will need to determine whether it was a private hospital or a public hospital. If more than one health provider was visited during the last four weeks, the Interviewer will ask for the main one. The Interviewer will record only one response. A health provider includes a doctor, nurse, pharmacist, health professional, dentist, or traditional healer. If a mother took her sick child to the doctor, the affirmative response will be recorded for the child, not the mother. The

Liberian Health Services provide mobile clinics that involve medical personnel visiting villages to treat sick people. Similarly, other health providers such as Black Baggers and Drug Peddlers provide similar services. These health providers have been put in one response category Mobile clinic/Black bagger/Drug peddler.

#### D.7 How Medical Consultation was Paid

The idea is to determine whether an individual can afford medical expenses. If any member of the household pays medical expenses, it should be considered Self/household paid. Although rare, it is possible that a relative or a friend pays medical attention for someone sick, responses like these and any others not listed should be marked as "Other".

#### D.8 Problems Encountered with Health Service at the Time of Visit

This question also refers to the health provider consulted in D.5. The Interviewer is to listen carefully to the respondent, and determine which category applies. If more than one category applies, the Interviewer is to shade the bubbles that apply i.e. **Interviewer may mark more than one answer** except in the case **No problem (satisfied)** response is chosen there will be no need to mark another problem. If none of the listed categories apply, the Interviewer will shade **other** bubble. For household members with a Yes response to D.5 (they consulted a health provider within the four weeks prior to interview), this is the last question to be asked for that person in Section D. If a mother took her sick child to a doctor, and was dissatisfied with the service because she had to wait too long before being able to see the doctor, it may be the mother who was dissatisfied, but the problem will be recorded for the child, the one for whom medical care was sought. If necessary explain this to the respondent.

Once the Interviewer has asked question D.8 on any problems household members had during their visit to a health provider or D.5 (for household members who did not consult a health provider for any reason in the last 4 weeks), the Interviewer is ready to proceed with the health questions for the next household member.

#### D.9 Why Medical Care was Not Used in Last Four Weeks

This question is meant for persons who did not consult a health provider at any time within the four weeks before interview. **If they simply had no need to consult a health provider, the Interviewer will simply fill the first bubble. In this case, there will be no need to fill another bubble.** If the person did not seek advice or treatment for some other reason(s), the Interviewer should shade the appropriate bubble or bubbles i.e. **Interviewer may mark more than one answer** except the **No need** response.

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### 3.5 Section E: Employment

#### 3.5.1 Purpose of Section

Employment questions are meant for all household members aged five years or older; the Interviewer will have circled the member numbers of these persons at the top of the section after having completed the household roster in Section B. In many families, children perform some kind of work such as livestock tending, selling water or food, etc. It is necessary to capture those children having employment activities either instead of or together with attending school. This section intends to capture the following aspects of employment: employment status (e.g. employee or self-employed), employment sector, (e.g. public or private), the main activity of the place of employment (e.g. agriculture, services, etc.), and labour force status (e.g. employed, unemployed, or inactive).

#### 3.5.2 Employment Status

In order to determine employment status, the Interviewer will ask how the person was paid for their work and then categorize them into one of the following categories: Wages/Salary/Payment in kind, Casual (hourly/daily pay), Unpaid contributing worker, or Self-employed.

A wage earner or salary earner is someone who is continuously employed (with or without a contract) and is paid money on a weekly or monthly basis. Payment in kind refers to being paid not with money, but with something other than money. A casual worker is someone who is paid money by the hour or by the day. An unpaid contributing worker is someone who works in an economic activity without receiving any payment (neither a wage, nor a salary nor payment in kind). A self-employed person is someone who operates his or her own economic activity (with or without partners).

#### 3.5.3 Annotations of Section E Questions

##### E.1 Engaged in Any Type of Paid Work in the Last 7 Days

**THIS IS FOR ANY HOUSEHOLD MEMBER 5 YEARS OR OLDER.** Here we include both formal and informal work, both paid and unpaid work. Include work as a regular or casual employee, self-employed person with or without employees, commercial or subsistence farmer, unpaid family worker, apprentice military serviceman etc. Note: **Mark “Yes” if the person was temporarily not at work due to illness, injury, vacation, holidays, bad weather, lack of clients, orders or supplies, breakdown of equipment, etc.** If the response is, “Yes” Go to E.6

##### E.2 Did [Name] Do any Paid or Unpaid Work in the Last 7 days for at Least One Hour?

Examples: Employment as part-time or temporary employee, help substitute, casual worker; unpaid work in a household/family-owned enterprise or farm; production, sale or barter of agricultural products; sale of food items, beverages, meals, clothes, household appliances, books, spare parts, etc. on the street in the market or at home; repair of houses, flats, cars, consumer durables, shoes, etc. for pay; transport of passengers or goods for pay; paid consultancies or private tuition; cooking, washing, house cleaning or gardening for others or taking care of others' children for pay. If response is, “Yes” go to E.6.

##### E.3 Looking for Work and Ready to Work Last 7 days

This question establishes whether those who said No to both E.1 and E.2 (neither currently working nor temporarily absent from work) were voluntarily in the labour market. A Yes response is appropriate only if two conditions are true: the person was both looking for work and ready to take on work. If a person is sick or engaged in some social activity that would preclude him/her from working, then he/she would not be considered as ready for work and should be entered as a ‘No’ response for this question. If a person is capable of taking on work but was not looking for work, a ‘No’ response would also be entered for this person.

##### E.4 What was the Main Method used to Find Work in the Last 4 Weeks?

This question is meant for those who indicated to have been looking or ready for work in the last 7 days. There are many ways of looking for work. If more than one method was used, shade the bubble of the method that was often used (Main method).

### **E.5 Main Reason for Not Working/Looking for Work in the Last 7 Days**

This question is meant for all persons who said *No* to both E.1 and E.2 (neither currently working nor temporarily absent from work). Only one reason for not working will be recorded; if there is more than one reason, the Interviewer will record the main reason. After asking E.4 for someone who is not working nor temporarily absent from work, the Interviewer will go back to the top of Section E and ask the employment questions for the next member age five years or older. Use the code *too young/old* for people aged less than 5 years and aged 60 or more years. In addition, old should be interpreted as over 60 years old, never worked nor had gainful employment. Retired in most cases mean he/she had gainful employment and was retired due to age or other reasons as per employment regulations. **The response Already found work/On leave includes those individuals who had a job or were on leave at the time of the interview.**

### **E.6 How Many Jobs in the Last 7 Days?**

This question is meant for all persons who either worked last week (in the previous seven days) or were temporarily absent from work last week. The number of jobs is to include jobs from which the person may have been temporarily absent (E.2 was 'Yes'). The number of jobs is also to include work, which is formal or informal, paid or unpaid.

### **E.7 Employment Status in the Main Job**

If the person worked at more than one job, the Interviewer will record the information pertinent to the main job. If the person was only temporarily absent from their work, the Interviewer will record their usual work status. A wage earner or salary earner is someone who is continuously employed (with or without a contract) and is paid money on a weekly or

monthly basis. Payment in kind refers to being paid not with money, but with something other than money. A casual worker is someone who is paid money by the hour or by the day. An unpaid contributing worker is someone who works in an economic activity without receiving any payment (neither a wage nor salary nor payment in kind). A self-employed person is someone who operates his or her own economic activity (with or without partners).

Some examples: Someone who works in an office and is paid every two weeks receives wages for his/her work. Someone who receives meals for his work instead of money receives payment in kind. Someone who works in construction and is paid by the day is a casual worker, even if he is able to find work all year long. Someone who works in his parents' shop without receiving any payment is an unpaid family worker. Someone operating his own slipper factory is self-employed, even if he is drawing a salary from the business.

### **E.8 Work Sector in the Main Job**

Each person who is working will be asked for whom he/she worked. The Interviewer will then determine in what sector of the economy the person is working. Employment sector refers to whether the employment is public (governmental) or private (non-governmental). The private sector is further categorized into private business or private person or household. Public Corporation is part of Government.

Example: Someone working as a clerk in the national bureau of statistics will be classified in government. Someone working as a cleaner at the national bureau of statistics will also be classified in government. Someone who works as a cleaner at a privately owned company will be classified as working in a private business. Someone who works as a cleaning person in someone's home will be classified in *Other private sector*.

### **E.9 Industry Sector of the Main Activity**

By asking the main activity at the place of each person's job, the Interviewer will be obtaining the industry in which the person works. Note that this does not concern the occupation of the person but the sector of activity of the place the

person works. For example, a secretary may work in a construction company or in Transport Company depending on who employs her as a secretary; a doctor may work in a mining company or in a public hospital, etc. Record the code of industry sector of the main job and not the profession of the person. Not all the codes for the International Standard Industrial Classification of Economic Activities (ISIC) are listed in the questionnaire, some are combined with other ISIC codes, therefore if the industry sector is not listed, code it *other*. The exceptions are education, health and social work, public administration and defense, compulsory social security, which are, classified into one code Community services.

**E.10 Hours worked in all jobs or activities in the last 7 days?**

The number of hours worked for each job per day summed up for the last seven days. If worked on weekend, also include the hours worked if the weekend is within the last 7 days.

**E.11 Additional hours willing and available to work in the last 7 days to increase earnings?**

This question is meant for those persons who are already employed but not to full capacity (under-employed). If a person is self-employed in E.7, additional hours may be zero in many cases.

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### **3.6 Section F: Household Assets**

#### **3.6.1 Purpose of Section**

This section is about recording the current household assets and economic situation. The possession of a house and possession of productive assets, such as land and livestock, are important components of household welfare and are also significant indicators of changing economic conditions and living standards. Livestock are a common form of wealth accumulation and provide an important measure of economic well-being.

#### **3.6.2 Annotations of Section F Questions**

##### **F.1 Ownership of Dwelling**

The Interviewer is to indicate whether the household owns the dwelling in which it resides, pays rent in cash or kind, or else pays no rent for its use. If a mortgage is paid, the dwelling will be considered owned. If the household does not reside in a permanent dwelling, is nomadic, or living in temporary shelter, the Interviewer will mark bubble 4.

##### **F.2 Type of Document Proving Occupancy**

The Interviewer will indicate the type of document that proves the occupancy of the dwelling. The possession of a Land deed and/or Certificate of occupancy will be considered as one response category.

##### **F.3 Area of Cultivable Land Owned**

This question refers to land actually owned by the household, whether farmland, pasture, fallows or other land (including city plots). Ownership means the household holds some form of customary or statutory title or holds the land on a permanent basis and pays no rent or other dues. Land that is rented out to others and not used by the household is included here. The household does not own Land that is rented. Your Supervisor will give you the conversion values for local units in case they are in use in your sampling area.

In Liberia, some households in the urban areas refer to unit of measurement called “Lott” instead of acres.

The conversion factor from Lotts to Acres is as follows:

**1 “Lott” = 0.25 Acres,  
2 “Lotts” = 0.50 Acres,  
4 “Lotts” = 1 .00 Acre.**

The conversation from hectares to acres and vice versa is as follows:

**1 hectare = 2.471 acres or  
1 acre = 0.4047 hectares**

If land owned is zero it will be entered as 0 in the right hand box.

#### **F.4 Amount of Land Owned Compared With a Year Ago**

This question is to ascertain if the quantity of land owned now has changed compared with the situation twelve months ago. Does the household have the same amount of land as it did 12 months ago or more or less? If the household does not own any land, and did not own any 12 months ago, the Interviewer will record *same*.

If the household does not own cultivable land now, it does not mean that it did not own cultivable land one year ago. This question should still be asked and answered by the respondent.

#### **F.5 Use of Land the Household Does Not Own**

The purpose here is to record hectares of land that the household uses but does not own (whether farmland, pasture, fallow or other). Note that this is land that is additional to the land noted in F.3.

This question requires the Interviewer to determine whether the household uses land it does not own, and also in what capacity the land is used.

#### **F.6 Area of Other Land Used that the Household Does Not Own.**

There may be two or more holdings operated by different members of the same household. ‘Operated land’ includes land rented, borrowed, pledged or obtained in some other form. If the amount of land changes during the year, the amount recorded will be the current amount. If response to question F.5 is *NO* the amount reported in F.6 should be 0 and printed in the right hand box. The conversation from hectares to acres and vice-versa is given in F.3 above.

#### **F.7 Other Land Used Compared With One Year Ago**

This question is to ascertain if the quantity of land used (but not owned) has changed compared with the situation 12 months ago. This question is similar to F.4 but refers instead to land that is operated, but not owned by the household.

**Example: If response to F.5 is No Go to F.7, in this case the response to F.7 cannot be bubble 3 since the household is now not using any land it does not own. The response can however be bubble 1, 2 or 4.**

#### **F.8 Does the Household Use Any of the Following Agricultural Inputs?**

The household may use more than one agricultural input. Mark as many bubbles as possible.

#### **F.9 What is the main source of agricultural inputs?**

In the response to this question, mark the main source of agricultural input.

#### **F.10 Livestock**

There are two questions A and B. Question A is the number of livestock owned now. If response to question A is None, enter zero in the far right hand box. Question B is to compare ownership of livestock now (at the time of interview) and 12 months ago. Mark the appropriate bubble.

#### **F.11 Household Ownership of Assets**

This question concerns a range of items owned by the household. The items range from cars to mobile phones, radio, etc. The Interviewer is to ask about each item listed, one at a time. The item may be owned by any member of the household, but should only be recorded as a 'Yes' if the item is in working order. A small child's bicycle is a toy and will not be included here. The "Wander" stove should be treated as a modern stove, as was done in other CWIQ surveys e.g. Ghana and Sierra Leone. Other modern stoves include those that use electricity, gas or kerosene.

#### **F.12 Problems Satisfying Needs of the Household**

The Interviewer will determine which critical area of need the household experienced problems. The Interviewer should ask about each area of need and shade the appropriate bubble. For example in the case of food needs the following definitions may apply:

- Seldom:** the household had problems fulfilling its food needs at rare times;
- Some times:** the household had problems fulfilling its food needs at times but not regularly or often;
- Often:** the household had problems fulfilling its food needs regularly or many times;
- Always:** the household had problems fulfilling its food needs at all times.

The other areas i.e. school fees will have similar definitions.

#### **F.13 Overall Economic Situation of the HOUSEHOLD Compared with One Year Ago**

This question requires the respondent to make an overall assessment of the current economic situation of the household, and compare it to the overall economic situation existing 12 months prior to the interview. This is not simply a monetary measure, but rather, an assessment of the household's resources and the ability to meet subsistence needs. Subsistence needs

are here defined in terms of both food and non-food needs. Non-food needs cover housing, health, clothing, etc.

#### **F.14 Overall Economic situation of the COMMUNITY compared with one year ago**

This question requires the respondent to make an overall assessment of the current economic situation of the community, and compare it to the overall economic situation existing 12 months prior to the interview. Within the community, do all households fulfill their subsistence needs? In other words, does the respondent think that the overall situation of the households in the community has changed for the worse or the better?

#### **F.15 The Level of Crime and Safety in Neighborhood Compared With One-Year Ago**

This question requires the respondent to indicate based on their experience in leaving in the area to say whether the crime rate has increased, is the same, much better now, etc.

#### **F.16 Who Contributes Most to the Household Income**

The number of the household member who contributes the largest amount of money to the household income should be recorded here. Carefully report that number from section B. The member number should be one of the numbers assigned in Section B and has an age consistent with this function, at least a young adult, or of working age. Use 00 if most income comes from outside the household. **For children and outsiders note this fact in the Comments Box on page 1 of the questionnaire.**

### 3.7 Section G: Household Amenities

#### 3.7.1 Purpose of Section

This section deals with key infrastructure and community services. Its purpose is to obtain a broad measure of the degree of access to a number of basic infrastructures believed to be particularly sensitive to economic conditions such as water, sanitation, fuel, markets and transport.

**NOTE: In this Section It is Imperative to Specify *Other* for All Questions Whenever a Response Falls in that Category.**

#### 3.7.2 Annotations of Section G questions

##### G.1 Material of the Floors of the House

If there is more than one type of material used for walls, the Interviewer will record the main one.

- **Earth/Mud** includes all building technique that relies on earth or mud put over a frame or mixed with other materials for strength.
- **Wood** includes timber and wood planks
- **Cement** includes concrete and stone.
- **Tiles/bricks** include baked bricks.
- **Polished wood** refers to treated wood.
- **Other** refers to any materials not described above.

##### G.2 Material of the Roof of the House

If there is more than one type of roofing material, the Interviewer will record the main one. See G.1 for other definitions of materials.

- **Thatch** includes grass or any form of natural vegetation for roofing.
- **Iron sheets** are processed zinc or tin.
- **Asbestos** are roofing sheets that are made from a soft grey mineral that are used as a building material. When made into solid sheets they become good

protection or insulation against fire and heat. They are also used for industrial purposes as protection against things.

- **Tarpaulin/plastic sheet**
- **Roofing tiles**
- **Other** includes tin from cans, cardboard among others.

##### G.3 Material of the Walls of the House

If there is more than one type of material used for walls, the Interviewer will record the main one. See G.1 and G.2 for definitions of the wall materials.

##### G.4 Type of Housing Unit

The respondent should indicate whether the housing unit is single room, flat, duplex, whole building, etc. and dwellings in houses: 'whole building'. Some households will rent just a room in a flat or a house: 'single room'. Specify if the type is different from those listed:

- **Share room:** This is a room, which is shared and has temporary partitions made of fabric, cartons or plastic to enable some privacy.
- **Single Room:** In contrast, a 'room in a larger dwelling' will not have self-contained kitchen and toilet facilities. These facilities will be shared with other residents in the larger dwelling. This type of dwelling is most commonly found in urban areas.
- **Flat/apartment:** A 'flat' is a self-contained dwelling unit within a larger building. As such, it will contain its own private kitchen and toilet facilities. This type of dwelling is most commonly found in urban areas. It is a housing structure that has a set of rooms and its accessories in a permanent building.
- **Duplex:** This is usually a housing structure that is split into two or more housing units and shares the perimeter wall/fence. Each housing unit is independently detached from the other

and stands on its own. It is structurally separated part of the permanent building by the way it is built, rebuilt or converted.

- **Whole building:** Can either be a multi-storied or bungalow so long as household owns and occupies the entire building structure. This is usually a housing structure that is independently sited - private. The housing unit is independently detached from the other and stands on its own.
- **Other:** Other is a residual category of living quarters and includes trailers, boats, tents, caravans etc. A building may have one or more housing units but not vice versa. Some buildings may not have any housing units because they are used exclusively for non-residential purposes. Although a housing unit is intended for habitation by one household it may be occupied by more than one, or may even be vacant.

### G.5 Rooms Occupied by Household

This is the total number of rooms available to the household (the dwelling may consist of more than one structure), that is, habitable rooms are rooms in the dwelling unit used mainly for living. This excludes toilets, bathrooms, storerooms, and garage. Please note:

- A room may have several functions. If a room is used for both eating and sleeping it should be counted as one room.
- If living room and dining room are separate rooms, they should be counted as separate rooms.
- If fabric, folding screens, cartons, plastic or other temporary material divides a room, then this is considered as one room.
- However, you should include all other rooms, including rooms that are usually unoccupied, such as those that are reserved for guests.

- Note that many houses in rural areas will consist of a single room. These should be included in the room count.

- For example, all of the qualifying rooms in the separate houses of dwellings made up of several separate structures should be counted.

- **EXCLUDE, BATHROOMS, TOILETS, KITCHENS, STOREROOMS OR PANTRYs.**

**For recording number of rooms less than ten, Interviewer should not enter leading zeros, for example three rooms will be entered as 3.**

### G.6 Main Source of Drinking Water

The aim of this question is to distinguish between safe and unsafe sources of drinking water. Safe water sources include piped and other protected sources, while unsafe sources include open or unprotected sources like river, lakes, etc. If more than one source of drinking water is used, only the main one will be recorded. The definition of unprotected well is given below:

- *Unprotected well:* A well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In consequence, polluted water can easily drain into the well, potentially causing a health hazard.

### G.7 Kind of Toilet Facility Used by the Household

The type of toilet facility used is an important indicator of the household's hygienic conditions. The following definitions apply:

- If the respondent answers that they use the **bush, the fields, or a cleared corner of the compound**, the Interviewer will record *None*.
- **A Flush toilet** is one in which water carries the waste down pipes, whether

the water is piped into the toilet or poured in by buckets.

- **A Pit latrine** refers to a pit dug into the earth.
- **Ventilated Improved Pit latrine.** The primary features of Ventilated Improved Pit Latrines consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof (for fumes to escape). They often will have concrete slabs containing the latrine hole.
- **Toilet on Water** is a facility over a flowing stream of water.
- **Bucket:** This is a bucket in a residential area and is emptied or drained by pouring water to flush out contents or by disposing the contents somewhere else.
- **Covered Pit latrine:** This is a pit dug on the ground but covered or protected, i.e. traditional latrine with a roof. It has a protective cover so that waste is not exposed.
- **Uncovered Pit latrine:** This is a pit dug on the ground but not covered or protected, i.e. traditional latrine without a roof. It is an open pit and encourages diseases due to its health-hazard conditions.
- **Other** refers to any facility not described above.

### G.8 Main Source of Cooking Fuel

A household may have several sources of cooking fuel. Ask the main commonly used fuel source for cooking. If there is more than one type of fuel used for cooking, the Interviewer will record the main one.

### G.9 Main Source of Lighting Fuel

A household may have several sources of lighting fuel. Ask the main commonly used source of lighting. If there is more than one type of fuel used for lighting, the Interviewer will record the main one.

### G.10 Kind of Garbage Disposal Used by Household

A household may have several methods of disposal. Ask the main commonly used method for garbage disposal. Some definitions may apply as defined below:

- Collected by Local Authority or Government refers to collection by the Central Government i.e. local Council and Government.
- Disposal within compound: Pit dug for holding rubbish. The rubbish may be treated chemically to decompose it.
- Government bin refers to the provision of a bin.

Interviewer should indicate the main refuse collection method.

### G.11 Measures Taken by Household to Prevent Malaria

You may shade as many answers as possible to this question. If the measure given is different from the ones provided in the list, please indicate by writing it in the *other* response. **Interviewer may mark more than one answer except when option *a None* is shaded. In this case, no other bubble can be shaded.**

The following definitions are relevant:

Insecticide treated net refers to one of the following conditions:

- (a) A Permanent net that does not require any further treatment;
- (b) A Pretreated net obtained in the past six months and requires additional treatments every 6-12 months; or



- (c) A net that has been soaked with insecticides in the past six months.

### **G.12 How Long Does It Take To Go From Here to the Nearest...?**

The purpose is to enable an assessment of access to social services: schools, health clinic, public transport, all season road, and supply of drinking water. The Interviewer will record the time in minutes it takes for the household to reach various facilities. This is by whatever means the household normally uses to get there. The Interviewer is to record the time to the nearest facility, even if the household uses one that is further away; for example, the Interviewer is to record the time to the nearest food market, even if the household normally goes to one that is further away. The food market could be a periodic market or a daily market. The Interviewer is also to record the time to the nearest facility even if no one in the household uses the facility; for example, the Interviewer is to record the time to the nearest primary school even if no one in the household attends primary school. If no one in the household knows this information, the Interviewer could ask a neighbour or check himself/herself. In completing this question the Interviewer could be assisted by the following:

In entering numbers in the questionnaire boxes, Interviewer should not add leading zeros when time is in minutes only, e.g.

5 minutes	5
1 Hour	1 00
1 Hour 5 minute	1 05
Forty minute	40

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## **3.8 Section H: Displacement/Food Aid**

### **3.8.1 Purpose of the Section**

The purpose of this section is to determine the extent of displacement of the population due to the war since 1990 and the whether the households received food aid and other types of assistance. Being displaced has effects on the economic situation of the household and could lead to the need for food aid. Being displaced has multifaceted risks of impoverishment.

Tens of millions of people are displaced worldwide, but Africa's share has been very high. The scourge of civil wars causes big waves of refugees. But Africa's internally displaced persons include now not only conflict-displaced refugees and populations uprooted by civil wars, but also people displaced by numerous development programs, by natural disasters, conservation programs, the construction of military bases, etc.

### **3.8.2 Annotations of Section H Questions**

#### **Displaced households**

#### **H.1 Was Your Household Displaced Because of the War Since 1990?**

Interviewer should mark "Yes" or "No". If the response is "No" Go to question H.5 on Food Aid. Displaced means the household left its usual place of residence and settled temporarily elsewhere, in this case the reason being the war. This settlement could mean becoming a refugee outside the country or moving to a place within the country where it was relatively safe to live i.e. Monrovia.

#### **H.2 Have You Returned to Your Place of Origin?**

Here the response is either "Yes" or "No". If response is "No" Go to question H.4 to provide reasons for not returning to place of residence. After the war, some people have returned to

their place of origin while others have not returned to their place of origin. For some people the new place may have provided new opportunities for jobs, farming, etc. and for others the opposite was true.

**H.3 When Did You Return to Your Place of Origin?**

Interviewer should mark the year respondent returned to his/her place of origin in four digits e.g. 2003.

**H.4 What Problems Stop Your Household From Returning to Your Place of Origin? (NAME THREE PROBLEMS)**

A list of reasons is provided on the questionnaire and the Interviewer is simply required to enter The code against the reason in one of the three boxes at the bottom of question H.4 responses.

**Food Aid**

**H.5 Has Any Member of Your Household Received Food Aid (Including School Feeding) In the Last 12 Months?**

The response is simply “Yes” or “No” and applies to any member of the household. If the response is “No” go to question **H.7**. School feeding programs are common in some countries. These feeding programs attract students to attend school in addition to providing nutritious food for making the children healthy.

**H.6 What Type of Program Provided the Food Aid? (MARK ALL THAT APPLY)**

Interview should mark all responses that apply as listed. Again this question applied to any member of the household. If the response is “Other”, indicate the type of program that provided food aid to the household member in the space provided.

**H.7 Did You or Any Member of Your Household Benefit From Any of the Following Types of Assistance in the Last 12 Months?**

Interviewer should mark the type of assistance “Yes” or “No” and if Yes, write the one digit “**Provider Code**” as provided at the bottom of

question H.7 responses. This question applies to any member of the household.

**H.8 Does Your Household or One of Your Members Participate in One or More of the Following Support Systems Among Neighbors or Community Members?  
(MARK ALL THAT APPLY)**

The list of support programs is provided. Interviewer is required to mark all that apply. This question applies to the household as well as individual members of the household.

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### **3.9 Section P: Subjective Poverty**

#### **3.9.1 Purpose of the Section**

The purpose of this section is to measure subjective poverty based on the perceptions of the household head. CWIQ is intended to monitor poverty and effects of development policies, programs and projects on living standards.

The subjective, or self-rated, approach makes use of bottom-up, or community, or citizens' values. Not only does the poverty self-rating not depend on any predetermined poverty line, but it is done prior to, and even without need for, the self-rating of the poverty line.

#### **3.9.2 Annotations of Section P questions**

##### **P.1 Feeling About Livelihood Based on Current Income?**

Ask the household head about his/her opinion on the livelihood based on his/her current income. If the person responding is other than the head of household, then that person will give the opinion of the household head. Here income should be considered from all sources and not just employment.

##### **P.2 Feeling About the Necessity of Listed Items to Maintain a Minimum Standard of Living**

Mark the **Yes** or **No** bubble as appropriate by going through each **item and line** listed. We should recall that poverty is not only having no money. For those in developing countries, it also is not having the materials and resources to fulfill their basic needs. A person can be poor when they do not have access to employment and basic healthcare, education and essentials like food, clothing, housing, transport, education, leisure and water.

##### **P.3 Rating of Household Standard of Living in Relation to Other Households in Your Community**

This is a comparison of the household standard of living with that of other households in the community. The answers are coded 1,2,3,4, 5 from the poorest to the richest. You are required to mark the bubble corresponding to the code matching with the response given by the respondent.

##### **P.4 Minimum Amount per Month Needed to Satisfy Household's Basic Needs**

Provide the monthly amount in \$ Liberian to the nearest whole number. Household basic needs include food, clothing, shelter (rent), health, transport, education, etc. Do not enter leading zeros.

##### **P.5 Household's Financial Situation**

You are required to mark one bubble corresponding to the response given by the head of household. Five situations are indicated on the questionnaire covering saving lots of money, save little money, need to use savings, satisfy basic needs, need to use savings.

##### **P.6 Stability of Household Income**

You are required to indicate whether the total household income is very unstable, somewhat stable or stable by marking the appropriate bubble.

##### **P.7 Change on the Household Living Standards During the Past Year**

Past year means from the date of interview. The living standards could have increased, stayed the same or decreased. You are required to shade the appropriate bubble.

##### **P.8 Change of the Community Living Standards During the Past Year**

Past year means from the date of interview. The living standard of the community could have increased, stayed the same or decreased. You are required to shade the appropriate bubble.

**P.9 In Your Opinion, What Does It Mean To Be Poor?**

Here being poor has been defined for you on each line. Go through each definition, mark the appropriate bubble. When going through each definition do not mark more than one bubble on each line. It is either a "Yes" or "No" bubble.

**P.10 Are You Satisfied that Your Household Meets Minimum Needs**

The minimum need have been defined to include food, clothing, housing, health-personal needs, transport, education-leisure. Mark the appropriate bubble corresponding to *1=Satisfied, 2=Some what satisfied, 3=not at all satisfied, and 4=not applicable*. Ask the question for each item of need and line. A 1, 2, 3 or 4 bubble should be shaded in each line. Do not shade more than one bubble in each line.

**P.11 Membership of any member of the household in an association**

The associations have been defined as Community, religious, Professional, Political, Family or other (to be specified). By going through the list, mark the "Yes" or "No" bubble. You may mark more than one association membership as applicable. In the "Other: specify" response, you are still obliged to shade the "Yes" or "No" bubble by asking if any household member has membership of another association not listed on the questionnaire.

**P.12 Who Can Your Household Depend on to Provide Assistance During Difficult Periods?**

Again those to depend upon are defined. Mark the "Yes" or "No" bubble by going through the list. You may mark more than one defined item as applicable. If the household depends on an item not listed in the questionnaire, the "other" response will shaded "Yes" or "No". Again ask the question for each line.

**P.13 Do You Think The Reduction of Poverty is a Priority of The Government?**

The response to this is simply "Yes" or "No". Mark the response as appropriate.

**P.14 What Do You Think is the Most Important Measure that the Government Should Take to Improve Your Household's Living Standards?**

Here only one most important measure will be indicated by writing the two-digit code in the available boxes. If "Other" is chosen write 11 in the two boxes and specify the measure.

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month. Try as much as possible to get the month and year of birth. **Do not enter leading zeros for the date.**

### 3.10 Section I: Children Under 5 Years Old

#### 3.10.1 Purpose of Section

Information of the section permit the evaluation of nutritional status of children under the age of 60 months and the identification of subgroups of children that are at increased risk of growth problems and sickness incidence. Participation in the Nutrition and Weight-ins programs will assist in detecting problems with regard to the growth of the child while vaccinations assist in protecting the child from certain diseases. The same is true with the child receiving the Vitamin A capsule for proper development of child's immune and visual system.

#### 3.10.2 Annotations of Section I Questions

##### I.1 Child and Mother

All children less than 60 months (under 5 years) of age should be carefully identified and their household member numbers entered here. To the right hand side of each identified child, the child's mother should be identified and her household member number entered. If the child's mother is not a member of the household, or is deceased, the Interviewer will enter '00' for the mother of that child. **Be careful not to interchange the code for the child and that of the mother at the time of entering numbers in the boxes.**

##### I.2 Date of Birth

The day, month and year of the each child's birth is entered here. Months are converted in numbers, from January (1) to December (12). The year is recorded by entering only the last two digits of the year; for example, 1999 would be recorded '99', 2007 would be recorded "7". If part of the date is unknown, the Interviewer will record '1' in the second box if the child was born during the first half of the month and "15" if the child was born during the second half of the

### I.3 Where was the Child Delivered

The intent of this question is to identify births delivered in a health facility. Interviewer should ask if the woman gave her birth in a public hospital/maternity, private hospital/maternity, public health clinic, private health clinic, public health centre, private health centre, health post, at home and other. At home means actual home, Traditional Birth Attendant (TBA) house, Mothers house, relatives house, etc. "Other" could mean in a vehicle to the hospital, etc.

### I.4 Who Delivered the Child

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion. Probe for the type of person that provided assistance in the delivery of the child. If the woman is not sure of the status of the person who attended to the delivery, for example, if she does not know whether the attendant was a midwife or traditional birth attendant, probe further.

Although a number of persons may have been in attendance at birth, this question is aimed at determining who is the most qualified person in attendance and shade the appropriate bubble.

- A *doctor, nurse, or midwife* would have received formal training at a medical institution and are classified as Medical personnel.
- A *Traditional Birth Attendant (T.B.A.)* is one who assists the mother during childbirth. A *Trained T.B.A.* is one who went through formal training while a *Local midwife/T.B.A* is one who acquired skills by delivering babies herself, or through apprenticeship from other T.B.A.'s.
- If the mother did not receive any assistance, the Interviewer will record "Other/self"..

**Interviewer must mark one answer to correspond to all the persons that assisted with the delivery of the child.**

### **I.5 Participation in Nutrition or Weigh-in Health Programs**

If a child participated in a nutrition programme, the Interviewer will record Yes. Likewise, if the child participated in weigh-ins programs in a health unit, the Interviewer will record Yes.

- *Nutrition programme* will include the following: Food distribution to the child, provision of meals to the child, organized through NGOs or other institutions.
- *Weigh-ins programme* will include the participation of weighing a child in a health unit. This programme traces the growth of the child.

### **I.6 Child Vaccinations**

Immunization is a way of protecting children against serious diseases. A child who is not vaccinated is more likely to suffer illness, become permanently disabled or become undernourished and die. Has the child ever been vaccinated against? Three columns of responses are provided for each type of vaccine a **NO**, **CARD** and **RESP**. **You are expected to mark only one response in each row.**

A **NO** response: Means that a child was not vaccinated or respondent does not know;

A **CARD** response: Means **YES** the child was vaccinated and the source of information was the hospital card;

A **RESP**. response: Means **YES** the child was vaccinated and the information was obtained verbally from the respondent.

Interviewer is expected to go through the list of vaccines and mark the response accordingly. There are two sources of information on the vaccines administered:

- *Vaccination book or card*, which is an official document (usually a small booklet or folded card) which indicates among others the child's name, age and the type of vaccinations he or she has ever received. Inside this booklet or card you

will see the number of times the child has been vaccinated against the illness or disease listed with the dates he/she received the vaccinations. Sometimes a child needs more than one vaccination to acquire full immunity; or

- Memory from guardian or Respondent (Resp.).

Interviewer will shade only one of the bubbles as provided in the questionnaire *No*, *Card* or *Resp*.

A list of vaccines is described below. In some cases when the vaccination card does not exist, the mother or any responsible household member will provide the information. In this case be prepared to probe, as respondent may not be familiar with the different types of vaccines.

- *BCG vaccine*: Offers partial protection against some forms of tuberculosis and leprosy. It is also given to the child only once in the first week after birth. Interviewers must keep in mind the age of the child when choosing a response. Easy way to detect if BCG has been administered is a scar on the arm or shoulder.
- *DPT (diphtheria, pertussis and tetanus) and POLIO*: The first dose of DPT and POLIO vaccination are given at 6 weeks, the second dose at 10 weeks and the third dose at 14 weeks. This means that those aged between 6 and 9 weeks should have received one DPT/Polio vaccination while those between the ages of 10 to 13 weeks should have received two of such vaccinations. A child who is 14 weeks and above should have had 3 doses of DPT/Polio to complete a set. (Note that in some cases the first dose of this vaccination is given at birth). Polio vaccine is given by drops in the mouth. DPT is an injection given in the thigh or buttock, and sometimes at the same time as polio drops.
- *Measles*: The vaccination against measles is given only once at the age of 9 months although some children receive it at the age of 7 months.

- **Yellow Fever Vaccine:** This may be recorded in the health card of child. This injection is given on the thighs for infants or muscle for older children. It can safely be given at the same time as other vaccines.

### Type of Vaccines Administered

<u>Vaccines</u>	<u>Dose</u>	<u>Age</u>
1. Measles	1	7 months–12 months
2. BCG	1	1 <sup>st</sup> week after birth
3. DPT1	1	6 weeks – 9 weeks
4. DPT2	1	10weeks–13 weeks
5. DPT3	1	14 weeks
6. Polio0	1	1 <sup>st</sup> week
7. Polio1	1	6 weeks
8. Polio2	1	10 weeks
9. Polio3	1	14 weeks
10. Yellow Fever	1	any age

### I.9 Child Received Vitamin A Last 6 months

Mark one bubble response only. You will be provided with vitamin A Capsule to show to the respondent.

*Vitamin A capsule* is a micronutrient that is essential for the proper development of children's immune and visual systems. Vitamin A refers to capsule (tablet or dispenser) in the days preceding the survey. Information on vitamin A supplements is based on mother's recall or awareness. This is offered to children 6 months or older.

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## CHAPTER 4: INCOME AND EXPENDITURE SURVEY QUESTIONNAIRE

### 4.1 Introduction

The Income and Expenditure questionnaire will be administered in the same households selected for the CWIQ survey. The information obtained using the Income and Expenditure questionnaire with that obtained from the CWIQ will be used for estimating welfare levels and poverty incidence. Many countries with more capacity usually conduct a household Income and Expenditure questionnaire over a period of 12 months, the single visit approach has been used in a number of countries (mainly in West Africa) and has been fairly successful. For each household an Interviewer will administer the CWIQ survey questionnaire first followed by the Income and expenditure questionnaire.

### 4.2 Objectives of the Income and Expenditure Survey

Income and expenditure surveys are undertaken for many purposes. Among the principal reasons are to meet the needs of stakeholders as well as the needs of the National Statistical Office as a user of statistics. The first objective is to establish the general trend of the expenditure patterns of households in the country. This is useful for users interested in investing in business enterprises in certain communities of the country. Together with other data, data on income and expenditure together with other data are used to establish the poverty line. In calculating the Gross Domestic Product (GDP) of the nation, income and expenditure data are useful depending on the methodology that is adopted. The calculation of Consumer Price Indexes (CPI) relies on weights established from an Income and Expenditure survey. The chosen items and their established weights form the base data of the CPI until such time that another Income and Expenditure survey is conducted in the country or locality to update the weights. For the majority of the items included in the

questionnaire, the objective is to estimate total consumption of households for use in many applications. As mentioned earlier household income and expenditure surveys are usually conducted over a period of 12 months. In that case the expenditures are summed up to cover the 12 calendar months.

### 4.3 General Structure of the Questionnaire

The income and expenditure module must be completed after the completion of the CWIQ. It is preferable that the two questionnaires be completed during the single visit. However, if at the end of completing the CWIQ, the respondent prefers to continue at another time, then the interviewer has no choice but to make another appointment at a later time. This information should be communicated to the Supervisor of the Team. The information on the first page of the Income & Expenditure module applies only to that household. Furthermore, the interview **Start Time** and **End Time** for this questionnaire apply only to this questionnaire. The CWIQ has its own interview **Start Time** and **End Time**.

#### 4.3.1 Sections of the Questionnaire

The questionnaire has seven (7) sections as follows:

Section A	Interview Information
Section J	Durable Goods
Section K	Consumption of Own Produce and Gifts Received in Kind
Section I	Frequently Purchased Items
Section M	Less Frequently Purchased Items
Section N	Household Income
Section O	Household Transfers

#### 4.3.2 General Aspect Regarding Information to be Provided by the Respondent

i) For many of the items particularly those on consumption, the required information refers to all household members i.e. the sum of information of the various members. For example, household expenditure on "Bread" is equal to the sum of "Bread" expenditures of all the members of the household. In the same way, the earned income of the household is equal to the sum of the incomes earned by

individual members of the household having a job.

ii) Each page of the questionnaire is presented in the form of a matrix. Each row of the table relates to a particular item. For each item, the first column of the table is a filter question to know if the household owns/consumes/bought/earned etc. that item. The response is either "Yes" or "No". If the response is "Yes", the Interviewer should mark the bubble next to "Yes" and complete information for that item in that row, by responding to the questions in each column above. If the response is "No", the Interviewer should mark the "No" bubble, do not complete any of the boxes in that row, leave them blank and continue to the next item or line.

iii) The items (goods or products) listed in the questionnaire are those intended directly for the needs of the household. Consequently, the goods or products acquired for agricultural or other needs of the household are not listed in this questionnaire.

### 4.4 SECTION A: INTERVIEW INFORMATION

#### 4.4.1 Purpose of the Section

The purpose of the section is to enable identification of the household being interviewed. The information to be completed in this section is the same as that entered on the CWIQ for the same household. The only difference is that the reference number is simply the household number(1-12). This section of the questionnaire can be completed after the household interview is completed or should be completed in advance of the interview.

#### 4.4.2 Annotations of Section A Questions

The explanations of the annotations are the same as those elaborated for the CWIQ, hence there is no need to repeat the explanations here.

### 4.5 SECTION J: DURABLE GOODS

Durable goods are goods, which are generally expensive, last several years and can be resold as used items. The objective of this section is to make a complete list of all the durable goods of



the household. Interviewer should record information for items owned by the household and in good or marketable condition.

**Column 1: Item Code (Durable Goods):** The identification number of each durable good is pre-coded. Interviewer should not modify this number.

**Column 2: Existence of Item in the Household:** The response is “Yes” if the household owns at least one of the listed items in good marketable condition, and “No” if the household does not own at least one of the listed items. If the response is “No”, mark the bubble and skip to the next item. If the response is “Yes” mark the bubble and proceed to ask questions in columns 3 to 6.

**Column 3: Quantity Owned:** Record the total quantity of the items owned by the household and are in marketable condition ***N.B. Interviewer should note that some goods could be composite items or made-up of separate components. For example “radio, radio-cassette, CD reader”. For this class of item, count each component in marketable condition, separately.***

**Column 4. Age of the Last in Years:** For this question, if there is only one good of the item, then simply print its age. This is generally the case for goods of greater value (e.g. car, motor cycle, etc.). If the household owns more than one of this item, then the “last” is the most recently purchased one of the item. The age of that one should be entered here.

**Column 5: Amount Paid for the Last One (in L\$):** If the household purchased one of the item, enter the amount paid. If more than one of the item was bought, enter the total amount of the last one purchased of the item. *The water-heater corresponds to a large appliance, which is used to heat water. It is not to be confused with the small apparatus used by the households to heat water in a container. This item is one of the less frequently purchased items.*

**Column 6: Price in L\$ If You Resold the Last Today:** This is the resale value of the last one of the item. If there is only one item owned by the household, it is the resale value of that one item.

#### 4.6 SECTION K: CONSUMPTION OF OWN PRODUCE AND GIFTS RECEIVED IN KIND

This section is intended for food items produced through mainly subsistence farming and also gifts received in kind by the household. Consumption of own produce and gifts received in kind refer to household consumption of goods, which the households produced (cassava, plantain, etc.) or manufacture (fritters, etc.) themselves. Foodstuffs received by the household in-kind will also be entered in this Section. For items in this section “Own produce and gifts received”, if some were purchased, the expenditure should better be recorded in the Sections L, M, N, etc. The reference period for consumption of items listed in this section is 12 months

**Column 1: Item Code (Own (Home) Production & Consumed Product or Received as Gifts):** The identification number of each product is pre-coded. Interviewer should not modify this number.

**Column 2: Did household Consume Any Home-produced [...] in the Last 12 Months?:** The response is “Yes” if the household produced/manufactured and consumed this good or if it received it as a gift. In this case mark the “Yes” bubble and continue to record responses to questions in columns 3 to 5. If the household did not produce/manufacture the good or the product was manufactured exclusively for the sale and the household did not receive it as a gift, then the response is “No”. If the response is “No”, skip to the next item after shading the bubble.

**Column 3: Period of Consumption of the Good in the Last 12 Months:** Some foodstuffs are seasonal and are available only part of the year. This is the case of several types of fruits and vegetables. For this question, we want to know the number of months the household consumed the home produced good. The interviewer will provide assistance to the respondent in estimating the number of months. For home produced goods that were consumed all year round (e.g. Cassava), the response will be 12.

**Column 4: Average Consumption of the Month:** Record the average monthly units consumed and the corresponding unit of consumption. The answer to this question is not automatic; the Interviewer will most likely assist the respondent in the estimation process. Estimation can start with daily consumption, then weekly consumption before arriving at a monthly estimate. Do not enter leading zeros in the amount estimated.

**Column 5: Value of Consumed Item:** Record the estimated market value of the monthly quantity consumed and/or received in gifts from column 4.

#### 4.7 SECTION L: FREQUENTLY PURCHASED ITEMS

The expenditure includes monetary purchases, as well as trade by barter (exchange of a product against another). The products of this type are generally those that the household buys daily or weekly. The reference period for consumption of items purchased as listed in this section is 12 months.

**Column 1: Item/Product Code (Consumption of Purchased Item in the Last Twelve Months).** The identification number of each product is pre-coded (three digits). It should not be modified in any way.

**Column 2: Consumption of Purchased Goods.** Shade the “Yes” bubble if the household consumed any purchased good as listed. In this case complete responses to questions in columns 3, 4 and 5. If the response to Column 2 question is “No”, i.e. the household did not consume any purchased good as listed, shade the “No” bubble and skip to the next listed item.

**Column 3: Period of Consumption of the Good.** The explanation on the completion of this column is the same as that of column 3 in section K.

**Column 4: (Average Monthly Consumption).** Record the average monthly purchased and consumed good and the unit of purchase for the period of consumption recorded in column 4 on average. The response to this question is not automatic. The interviewer may have to assist the respondent to arrive at an estimate. It can

start with daily consumption, then weekly consumption, before arriving at a monthly estimate. Please do not record leading zeros in the boxes. Some conversion factors may help for the units:

1 kg. = 2.2 lbs

1 Liter= 3.8 Gallons (US), 1 liter =0.62 Gallons (US)

**Column 5: Market Price.** If the household had to purchase that item from the market to day, how much would have been paid for it? Record the amount in \$ Liberian in whole numbers. Do not enter leading zeros.

#### 4.8 SECTION M: LESS FREQUENTLY PURCHASED ITEMS

The less frequently purchased items refer to items often bought quarterly and in some cases bought yearly. The reference period is indicated on the heading for the group of items, just before the list i.e. **Household maintenance expenses-last 3 months or Health expenditure-last 12 months.**

**Column 1: Product Code.** The identification number of each product is pre-coded. It should not be modified in any way.

**Column 2: (Purchase of Good in the Household During the Reference Period):** If the response is “Yes” that is the household purchased the item, shade the “Yes” bubble and complete response to questions in column 3. If the response is “No”, shade the “No” bubble and skip to the next item.

**Column 3: (Amount Spent During the Reference Period):** For each item, record the estimated expenditure of the household for the reference period e.g. 3 or 12 months as applicable. The household should absolutely be helped to record the expenditure of **all household members who** purchased the item. Do not enter leading zeros. **NOTE:** Expenditure on clothing and shoes (school uniforms) must be reported in this section under clothing and shoes and not under education “Education” expenses.

#### 4.9 SECTION N: HOUSEHOLD INCOME

The incomes considered in this section are all the money earned by all members of the household. The income sources could be wages from employment, the sale of agricultural

produce, profit from business, profit from any deal or venture as in the sale of items such as a car or a house, etc.

**Column 1: (Source of Income Code).** The identification number of each income source is pre-coded. Interviewer should in no way modify this code.

**Column 2: (Income from Sale of Items Owned by the Household).** If the response is “Yes”, that is the household or at least a member of the household earned income from the listed source, shade the “Yes” bubble and complete responses to questions in columns 3 and 4. If on the other hand the response is “No”, shade the “No” bubble and skip to the next item.

**Column 3: (Income Earned from Sale of Item During the Last 12 Months).** For each item, record the total household income earned from the listed source. Several members of the household can earn income from the same source. For example, the husband and his wife are both working as civil servants. In that case, take the sum of the two incomes to arrive at the household income. Do not enter leading zeros in the boxes.

**Column 4: (Evolution of the Income During the Last 12 Months).** Shade the bubble corresponding to + (More since 12 months ago), same (since 12 months ago), - (less since 12 months ago) and DK (Don’t know). If the response to the question in Column 2 is “No” questions in columns 3 and 4 should not be asked.

#### 4.10 SECTION O: HOUSEHOLD TRANSFERS

The transfers considered in this section are income received by any member of the household or sent by any member of the household without expectation of any returns. They refer to alimony, a member or not a member of the household living in the country or living abroad.

**Column 1: Transfer Code.** The identification number of each type of transfer is pre-coded. Interviewer should not modify this code.

**Column 2: (Did the Household Receive /Send Any Money for [...] During the Last 12 Months?).** If the response is “Yes” for any item listed in this section for at least a member of the household, shade the “Yes” bubble and complete questions 3 and 4 for that item. If the response to the question is “No” shade the “No” bubble, do not ask questions 3, 4 and 5 for this item, skip to the next item.

**Column 3: Relationship:** Several members of the household can receive or send money relating to the same items as listed. For each listed item, record the relationship of the sender to the head of household (in the case of money received) or relationship of the receiver to the head of household (in the case of money sent). All money received or sent by the household should be covered. Do not enter leading zeros.

**Column 4: Origin or Destination:** This is the origin or destination of the money received/sent by the household. It is either Liberia or outside Liberia.

**Column 5: How Much was Received or Sent for [...] Item During the Last 12 Months (in L\$).** The amount of money received or sent should be printed here. No leading zeros should be entered in the amount sent/received.

***The CONVERSION RATE for Liberian Dollars against US Dollars is: 60 Liberian Dollars = 1 US Dollar.***

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## Annex 1 – Other Definitions

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### Introduction

Following are definitions of key terms and concepts used in the CWIQ. It is important for Interviewers to thoroughly understand these concepts in order to collect data properly.

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### Household

A household is a group of people who normally live and eat together. Members should acknowledge the authority of a single head of household, whether that person is presently living with the rest of the household or not.

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### Literacy

The CWIQ measures literacy among persons age 15 years or older. Literacy is defined as the ability to read and write in any language, as reported by the respondent. Persons who read but cannot write are considered illiterate.

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### Employment Status

In order to determine employment status, the Interviewer will ask how the person was paid for their work and then categorize them into one of the following categories: wages/Salary/Payment in kind, Casual (hourly/daily pay), Unpaid contributing worker, or Self-employed.

A wage earner or salary earner is someone who is continuously employed (with or without a contract) and is paid money on a weekly or monthly basis. Payment in kind refers to being paid not with money, but with

something other than money. A casual worker is someone who is

paid money by the hour or by the day. An unpaid contributing worker is someone who works in an economic activity without receiving any payment (a wage, a salary or payment in kind). A self-employed person is someone who operates his or her own economic activity (with or without partners).

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### Employment Sector

The simplest categorization of sector is typically that of public versus private. The CWIQ also includes categories for parastatal (part public, part private) and separates private into private business versus private person or household.

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### Industry of employment

In order to determine the industry in which the person works, the Interviewer will ask about the main activity at the place where the person works. The list of possible industries has been condensed to ten categories, a result of concerns for available space in the questionnaire while maintaining sufficient disaggregation for purposes of analysis. The categories are: Agriculture, Mining/quarrying, Manufacturing/processing, Construction, Transport, Trade/selling, Services, Education/health, Administration, Other.

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### Unemployment

First, the person will have been not working during the previous week, (not including those who were absent from work). Second, he/she will have been looking and been ready for work over the previous four weeks.

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## Subsistence Needs

The respondent will be asked to make an overall assessment of the current economic situation of the household, and compare it to the overall economic situation existing 12 months prior to the interview. This is not meant to be simply an absolute monetary assessment of the household, but rather, an assessment of the household's resources and abilities to meet its subsistence needs. Subsistence needs are here defined in terms of keeping the household above the poverty threshold and includes both food and non-food needs. The poverty line has been defined as the 'the income or expenditure level below which a minimum, nutritionally adequate diet plus essential non-food requirements are not affordable' (UNDP 1996).

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## *Access to Safe Water*

As one of the most basic human necessities, water is the object of many government and community-based investment schemes. The aim of the CWIQ is to distinguish between safe and unsafe sources of drinking water. Safe water sources include taps and protected sources, while unsafe sources include open or unprotected sources. It is acknowledged that using 'source' as a proxy for water quality requires some assumptions. Hazards are sometimes associated with public water services; pipes and wells may be damaged or contaminated. However, it would not be appropriate to require respondents to assess the quality of their drinking water. If more than one source of drinking water

is used, only the main one will be recorded

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## Child Nutrition

The evaluation of nutritional status is based on the rationale that, in a well-nourished population, there is a statistically predictable distribution of children of a given age with respect to height and weight. The distribution of children in such a well-nourished population can be used as a reference for assessing the nutritional status of children in other populations.

Three standard indices of physical growth that describe the nutritional status of children can be calculated: height-for-age, weight-for-height, and weight-for-age. Each of these indices gives different information about growth and body composition that can be used to assess nutritional status.

Height-for-age is a measure of growth. A child who is below a certain threshold is considered short for his/her age, or stunted, a condition reflecting chronic undernourishment.

Weight-for-height describes current nutritional status. A child who is below the standard threshold is considered too thin for his/her height, or wasted, a condition reflecting an acute or recent nutritional deficit.

Weight-for-age is a good overall indicator of a population's nutritional health.

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## Bed net

A mosquito net, a fine net draped over a bed to prevent mosquitoes from feeding on those sleeping in the bed.

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Insecticide treated net

Refers to the following conditions (a) is a Permanent net that does not require any treatment, (b) a Pretreated net obtained in the past six months, or (c) a net that has been soaked with insecticides in the past six months. A Permanent treated net is a pretreated net that does not require any further treatment while a Pretreated net is one that requires additional treatments every 6-12 months

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Leasehold

Use of land based on rent with the terms and length of use being described in a rental contract, the lease. In some countries leasehold rights to land typically give the leaseholder access to and use of the land for an extended period of 25, 33, 50, or 99 years.

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Respondent

The individual to whom an Interviewer is asking survey questions at a particular time.

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Sample

A representative portion of the population. The sample is selected from the population and the characteristics of its members examined in order to estimate and gain information about the characteristics of the population as a whole. A sample is generally selected for study because the population is too large to study in its entirety.

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Local traditional birth attendant (LTBA)

A member of the community who is called upon to assist at birth. She may have acquired skills by

delivering babies herself, or through apprenticeship from other TBA's.

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Trained Traditional Birth Attendant (TTBA)

Is a TBA who has undergone a training course conducted by a healthcare facility

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Unprotected well (water)

A well from which to draw water, the surroundings of which and whose well shaft is not lined in concrete or other impermeable material. In consequence, polluted water can easily drain into the well, potentially posing a health hazard.

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Vented Improved Pit latrine

A Vented Improved Pit latrine' consist of an enclosed structure (roof and walls) with a large diameter (110mm), PVC vertical ventilation pipe running outside the structure from the pit of the latrine to vent above the roof. They often will have concrete slabs containing the latrine hole.