



# **Assessing Basic Socio-Economic Indicators among National Communities:**

## **RAP for Planning Development for Vulnerable Populations**

### **The Toolkit**



IOM International Organization for Migration

**Assessing Basic Socio-Economic Indicators among National Communities:  
RAP for Planning Development for Vulnerable Populations**

The Toolkit

Beirut, February 2010  
International Organization for Migration (IOM)

Research Team  
Research Conception: Othman Belbeisi  
Assistant Researcher: Cosette Maiky

Editorial Team  
Editors: Othman Belbeisi and Kamal Abouchedid

For more information, contact Mr. Othman Belbeisi at: [obelbeisi@iom.int](mailto:obelbeisi@iom.int)

Opinions expressed in this publication are those of the authors and do not necessarily reflect the views of the International Organization for Migration.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means electronic, mechanical, photocopying, recording, or otherwise without prior written permission of the publisher.

# Guidelines for Using the Tool

## Feasibility of the study

There are many considerations regarding the feasibility of an assessment in a post-crisis setting. Since ideal circumstances rarely exist in emergency or post-conflict settings; researchers have to look for the best trade-offs in order to get the rigour they desire. The time it will take to do research, the ethical constraints that the research team could encounter, and the cost of completing the assessment should all be considered.

## Reviewing existing literature

The existing literature review in social research and emergency management research is designed to identify all issues related to the field of intervention, in order to set a conceptual and theoretical framework for the research project.

During this phase, the research team may find similar assessments in other settings, which will ensure relevant constructs in the foreseen report. The literature review will also help the research team to find the appropriate tool or measurement instrument. Once the research scope is defined, the team can choose either a preset tool or construct its own tool according to the scope and objectives of the assessment.

## Using tools in Rapid Appraisal Procedures (RAP)

Measurement was introduced to social research methods in order to provide a substantive foundation for the conclusions that researchers derive from their findings. Testing is a necessity, so that a researcher can examine his hypothesis and find out whether unexpected circumstances in emergency settings are influencing or biasing findings.

This tool was designed to provide a platform for information and actions that optimize preparedness and response actions to prevent and mitigate suffering of populations vulnerable to man-made or natural disasters.

For this purpose, the tool was developed within the Rapid Assessment for Humanitarian Assistance Methodology, which facilitates integrated disaster response projects, maximizes the use of existing resources, and focuses assistance on the humanitarian conditions of affected populations.

The scope and characteristics of this tool were defined in the assessment report of the study. National response organizations, municipalities, and community leaders provided us with valuable input through their experience and knowledge, especially in selecting the most important variables to be taken into account in the phase following a crisis.

The tool was originally administered in Arabic in 2,000 Lebanese households in Northern Lebanon. This phase generated a reliability coefficient, as measured by Cronbach alpha, of 0.83 and split-half Spearman Brown was 0.91.<sup>1</sup> It is important to adapt the technical terminology normally used in the country or specific areas within a country. The conception of the tool's methodology allows it to be adapted to the particularities of a country or region from cultural and institutional perspectives.

<sup>1</sup> In most situations,  $\alpha > 0.90$  is excellent;  $\alpha > 0.80$  is good;  $\alpha > 0.70$  is acceptable;  $\alpha > 0.60$  is questionable;  $\alpha < 0.50$  is poor.

The assessment in post-conflict or ravaged settings should be built on a consensus of beneficiaries, which makes a solid platform for ulterior intervention:

1. working on building social networks with governmental, international and development organizations and the private sector (product or services) in peacetime; this can facilitate the administration of assistance post-conflict;
2. taking into account political and legally established organizations and structures, which reflect levels of decentralization of decisions and resource management from the national level to the sub-national level;
3. considering the presence of potential partners working in humanitarian assistance.

At the core of rapid assessment is the attention to human beings and the levels of suffering caused by a disaster. From this perspective, suffering means a populations' lack of capacity to satisfy its basic needs for health, water, food, shelter, livelihood and protection. The integrated focus of the rapid humanitarian assessment attempts to address these needs for assistance in a joint manner and aims to satisfy them in the best way possible through actions than can resolve them simultaneously and not independently per sector.

The use of RAP is advised for the following reasons:

1. It is characterized by rapid application and ease of processing and consolidating information.
2. It presents an integrated vision of humanitarian needs analysis in disaster situations.
3. It facilitates monitoring of humanitarian situations through successive applications.
4. It provides general information on needs and can be supplemented by detailed or specialized assessments.
5. It enables understanding of the context in which the event develops. This is critical for the well-being of affected populations.

The information should be continually analysed throughout the assessment in order to resolve research questions. Special care should be taken in validating sources of information, in order to avoid contradicting the government and damaging coordination processes as well as the credibility of information.

Information from the rapid assessment should be minimal but sufficient, neither exhaustive nor repetitive. It should provide support for decision making and comply with the principles of humanitarian information.

Many threats to validity come up when deriving conclusions. This is the reason why researchers should always attempt to reduce bias and choose the most plausible conclusion. The statistical significance of existing relationships between variables, the sample size, and the homogeneity of the sample should all be taken into consideration.

### **Ethical issues**

Ethics are principles of right conduct. Ethical considerations arise in social research when researchers are conscious of the necessity to protect the rights of research participants.

Voluntary participation requires avoiding coercing people into participating in research. Every assessment or survey should guarantee the privacy of the research participants. For instance, it should be stated that the data will remain confidential and anonymous and will be used for analytical purposes only.

The concept of informed consent is closely related to the concept of voluntary participation. Participants should be aware of the research conditions and give their consent to participate.



Ethical standards also require that researchers never put participants in situations of physiological or psychological harm.

Respecting the targeted community implies respecting the values and beliefs of the community and obtaining its approval for the assessment.

### **Surveyors' attitude**

1. Show respect, sincerity, and integrity.
2. Be aware of the linguistic and cultural diversity of the community.
3. Show receptivity towards respondents' attitudes. Respondents may have been subjects of assessment before and probably view international organizations and assessments with apprehension.
4. Keep promises and agreements; act with sincerity and strive for consistency in thought and action. However, conforming to the principle of distributive justice, participation in the assessment should correlate with expected benefits.



# The Assessment Form

IOM is conducting this assessment in order to address the social and economic development in (the area), in order to estimate the basic economic, health, and education needs of the communities. The study, conducted on a representative sample of schools, will provide data on the extent of damage caused to families by recent events, in addition to the deprivation experienced by the region for decades. The study is conducted in the knowledge that effort must be made at the individual and institutional level to advance local communities. We sincerely hope that you participate in the study. The results will remain confidential and anonymous, and will be used purely for statistical purposes. Please answer all the questions by writing what is needed or circling the appropriate answer.

Thank you for your cooperation.

### Who is filling in the form?

1	Father
2	Mother
3	Stepfather
4	Stepmother
5	Relative
6	Other

Signature: .....

### I. Socio-Demographic Characteristics

---

1. Father's name: .....

2. Status of the father:

1	Residing with the family at home
2	Residing in another house
3	Abroad
4	Deceased

3. Father's age: ..... years

4. Father's level of education:

1	Illiterate
2	Primary
3	Intermediate
4	Secondary
5	University
6	Vocational/Professional
7	Don't know
8	Other, specify:

**5. Father's type of job:**

1	Big owners/big traders
2	High cadres
3	Liberal jobs
4	Middle traders and contractors
5	Middle cadres
6	Secondary teachers
7	Little functionary/ primary teachers
8	Employees
9	Artisans and popular jobs
10	Workers
11	Semi-workers
12	Clergy
13	Farmers and huntsmen
14	Army and security
15	Jobless
16	Technicians
17	Volunteer
18	Dead
19	Handicapped
20	Other, specify:

**6. Level of income of the father (per month):**

1	Below X (national currency or USD)
2	Between X and Y (national currency or USD)
3	Between Y and Z (national currency or USD)
4	Above Z (national currency or USD)

**7. Mother's name:** .....

**8. Status of the mother:**

1	Residing with the family at home
2	Residing in another house
3	Abroad
4	Deceased

**9. Mother's age:** ..... years

**10. Mother's level of education:**

1	Illiterate
2	Primary
3	Intermediate
4	Secondary
5	University
6	Vocational/Professional
7	Don't know
8	Other, specify:

**11. Mother's type of job:**

1	Big owners/big traders
2	High cadres
3	Liberal jobs
4	Middle traders and contractors
5	Middle cadres
6	Secondary teachers
7	Little functionary/primary teachers
8	Employees
9	Artisans and popular jobs
10	Workers
11	Semi-workers
12	Farmers and huntsmen
13	Housewife
14	Jobless
15	Technicians
16	Volunteer
17	Dead
18	Handicapped
19	Other, specify:

**12. Level of income of the mother (per month):**

1	Below X (national currency or USD)
2	Between X and Y (national currency or USD)
3	Between Y and Z (national currency or USD)
4	Above Z (national currency or USD)

**13. Nationality:**

1	Native
2	Holds a foreign nationality
3	Native holding a second foreign nationality

**14. Governorate/district:** .....

**15. City/village:** .....

**16. Religious affiliation:**

1	Sunni
2	Shia
3	Druze
4	Maronite
5	Greek Orthodox
6	Greek Catholic
7	Armenian
8	Protestant
9	Other, specify:



**17. Status of parents:**

1	Living in the same house
2	Divorced
3	Separated

**18. Children:**

Child	Age	Goes to school		Private school	Public school	Grade	Works		Number of working hours/day
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	
		Yes	No				Yes	No	

**19. Type of tenure**

1	Owned
2	Rented
3	Other, specify:

Number of rooms in the house (except kitchen and bathroom): .....

**II. Households' Perception of their Current Economic Situation**

**20. Have you encountered material losses during the past three years due to loss of job or source of income?**

1	Yes
2	No

**21. Why?**

1	War
2	Displacement
3	Natural factors (lack of water for irrigation, brucellosis, avian flu, floods and rain, etc.)
4	Other

**22. Did you receive any compensation for such losses?**

1	Yes, specify:
2	No



**23. What were the alternatives?**

1	Savings
2	Help from friends and family
3	Loans
4	Free business
5	Another job
6	Agriculture and/or fishing
7	Absence of any source of income

**24. What are the steps that you think might help to stimulate the economy of the region?**

1	Supporting food processing and marketing at local and national levels
2	Supporting crafts (sewing, embroidery, carpentry, blacksmithing, etc.)
3	Securing loans for small and medium businesses
4	Creating employment opportunities within educational and healthcare institutions
5	Supporting livestock and poultry (feed and vaccinations)
6	Supporting the rehabilitation of fishing boats and assets
7	Supporting agriculture through the development of methods of irrigation and provision of seeds and fertilizers

**25. What kind of training can improve existing work conditions or increase opportunities to get a job?**

1	Developing the skills of housewives
2	Training and development of the language, professional and IT skills of employees
3	Training and development of labor hand
4	Training and professionalization of teachers

**26. Do you currently receive in kind or financial assistance from any party?**

1	Yes, specify:
2	No

**III. Households' Perception of their Current Health Situation**

---

**27. Do any of the parents suffer from:**

Obesity	Yes	No
Chronic diseases	Yes	No
Disability or special need	Yes	No
Lung disease and allergies	Yes	No
Cancer	Yes	No
Other, specify:	Yes	No

**28. Do any of your children suffer from:**

Obesity	Yes	No
Chronic diseases	Yes	No
Disability or special need	Yes	No
Lung disease and allergies	Yes	No
Cancer	Yes	No
Other, specify:	Yes	No



**29. Did your child get all his vaccinations?**

1	Yes
2	No

**30. Does your child have a medical record?**

1	Yes
2	No

**31. How often do you take your child to visit the dentist?**

1	Never
2	Once a year
3	More than once a year
4	When needed

**32. How often do you take your child to visit the ophthalmologist?**

1	Never
2	Once a year
3	More than once a year
4	When needed

**33. Do you consult a general health practitioner or the family doctor when needed?**

1	Yes
2	No

**34. If the answer is no, why?**

1	High cost of treatment
2	Lack of health services in the region (need to travel long distances to obtain them)
3	Use herbs and traditional medicine
4	Fear of doctors
5	Follow the advice of the pharmacist

**35. Are primary health care (public health) services available to you at affordable prices in your region?**

1	Yes
2	No

**36. Do you currently receive health assistance from any party?**

1	Yes, specify:
2	No



#### IV. Households' Perception of their Children's Current Educational Situation

---

**37. What are the annual tuition fees per child?**

1	Below X (national currency or USD)
2	Between X and Y (national currency or USD)
3	Between Y and Z (national currency or USD)
4	Above Z (national currency or USD)

**38. Access to water and sanitation facilities in your child's school is:**

1	Mediocre
2	Acceptable
3	Good
4	Very good

**39. Health conditions (lighting, cleanliness, humidity, etc.) in your child's school are:**

1	Mediocre
2	Acceptable
3	Good
4	Very good

**40. Is your child's school equipped with learning facilities and teaching materials (computers, photocopying machines, laboratories, television, audiovisual equipment, etc.)?**

1	Yes
2	No

**41. Are sports and extra-curricular leisure activities available in your child's school?**

1	Yes
2	No

**42. Is transportation to and from school available for your child?**

1	Yes
2	No

**43. How far is the school from your home?**

1	1-10 kms
2	10-20 kms
3	20-30 kms
4	More than 30 kms

**44. What is the monthly cost of transportation to and from your child's school?**

1	Free
2	Below X (national currency or USD)
3	Between X and Y (national currency or USD)
4	Between Y and Z (national currency or USD)
5	Above Z (national currency or USD)

**45. Do you currently receive tuition assistance from any party?**

1	Yes, specify:
2	No

**V. Households' Perception of Primary Infrastructure Availability and Access**

---

**46. What are the main agricultural crops in your region?**

**47. What are the major manufactured goods in your region?**

**48. In your region, power supply is available how many hours/day?**

1	Less than 6 hours
2	Between 6 and 12 hours
3	More than 12 hours

**49. What is your alternative electricity source when there are power cuts?**

1	No alternative
2	Monthly subscription to a collective generator in the neighbourhood
3	Sharing a small generator with neighbours
4	Private generator
5	Other, specify:

**50. Cost per month (national currency or USD): .....**

**51. What are the means of heating in the house?**

1	No source of heating
2	Electric heating
3	Wood heating
4	Fuel heating
5	Other, specify:

**52. Cost per month (national currency or USD): .....**

**53. How many vehicles do you have in your household?**

1	No means of transport
2	One car
3	Two or more cars
4	Other (truck, motor, etc.)

**54. How far is your job from home?**

1	1-10 kms
2	10-20 kms
3	20-30 kms
4	More than 30 kms



**55. Do you have sanitation infrastructure in the village/city?**

1	Yes
2	No

**56. Do you have easy access to telecommunication means (telephone, Internet)?**

1	Yes
2	No

**57. Do you have sufficient potable water in the region?**

1	Yes
2	No

**58. If the answer is no, what are your alternatives?**

1	No alternative
2	Purchase water
3	Purification of water through the filter
4	Other, specify:

**59. Cost per month (national currency or USD): .....**

**60. Do you have enough irrigation water in the region?**

1	Yes
2	No

**Additional views or suggestions**

