THE SOCIAL INSTITUTIONS
AND GENDER INDEX (SIGI)
UGANDA SURVEY 2014

Manual of Instructions
Table of Contents

TABLE OF CONTENTS ..................................................................................................................... II

CHAPTER ONE ...................................................................................................................................... 1

BACKGROUND ................................................................................................................................. 1
ABOUT THE SIGI UGANDA ............................................................................................................. 1
SURVEY OBJECTIVES ...................................................................................................................... 1
SURVEY PERIOD AND QUESTIONNAIRES ..................................................................................... 2
SURVEY SCOPE, COVERAGE AND DESIGN ................................................................................... 2
TRAINING OF INTERVIEWERS ......................................................................................................... 3
SUPERVISION OF INTERVIEWERS................................................................................................... 4
HOW TO APPROACH THE PUBLIC ................................................................................................ 4
CONDUCTING AN INTERVIEW ........................................................................................................ 5
BUILDING RAPPORT WITH THE RESPONDENT .......................................................................... 5
TIPS FOR CONDUCTING THE INTERVIEW .................................................................................... 6
FIELDWORK PROCEDURES ............................................................................................................. 7
CONTACTING HOUSEHOLDS ............................................................................................................ 7
CHECKING COMPLETED QUESTIONNAIRES .................................................................................. 8
DATA QUALITY .................................................................................................................................. 8
GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE ........................................ 8
ASKING QUESTIONS ....................................................................................................................... 9
RECORDING RESPONSES ............................................................................................................... 9
CORRECTING MISTAKES ................................................................................................................ 9
FOLLOWING INSTRUCTIONS ......................................................................................................... 10
CHECKING COMPLETED QUESTIONNAIRES ................................................................................ 10
GLOSSARY OF TERMS ................................................................................................................... 10

INSTRUCTIONS TO COMPLETE THE SOCIAL INSTITUTIONS AND GENDER INDEX UGANDA
(SIGI) SURVEY .................................................................................................................................. 13

MODULE 1A: HOUSEHOLD IDENTIFICATION PARTICULARS .......................................................... 13
MODULE 1B: PARTICULARS OF FIELD STAFF ............................................................................... 13
MODULE 2: HOUSEHOLD ROSTER ................................................................................................. 13
MODULE 3: HOUSEHOLD CONDITIONS AND SOURCE OF INCOME ........................................... 17
MODULE 4: INDIVIDUAL IDENTIFICATION PARTICULARS .......................................................... 22
MODULE 5: ECONOMIC ACTIVITY AND TIME USE ..................................................................... 23
SECTION 6: DISCRIMINATORY FAMILY CODE ............................................................................. 24
SECTION 7: SON PREFERENCE ....................................................................................................... 26
MODULE 8: SECURE ACCESS TO RESOURCES AND ASSETS ...................................................... 26
SECTION 9: RESTRICTED CIVIL LIBERTIES ................................................................................. 30
SECTION 10: RESTRICTED PHYSICAL INTEGRITY ....................................................................... 31
ANNEX 1: AGE/Birth-DATE CONSISTENCY CHART ..................................................................... 32
ANNEX 2: DISTRICT CODES ........................................................................................................... 33
ANNEX 3: CODES FOR HIGHEST EDUCATION LEVEL ATTAINED ............................................ 34
ANNEX 4: CODES FOR ETHNICITY AND RELIGION .................................................................... 35
ANNEX 5: INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO) ............ 36
CHAPTER ONE

BACKGROUND

The Uganda Bureau of Statistics (UBOS) was established by an Act of Parliament in 1998 as a semi-autonomous body "to provide for the development and maintenance of a national statistical system which will ensure collection, analysis and dissemination of integrated, relevant, reliable and timely statistical information"\(^1\). During the phase of revival of statistical activities and with support from the Government and various donors, UBOS and her predecessor department undertook various activities to update and collect data on a wide range of economic, social and demographic indicators to meet pressing needs for statistical data and information in the country and to improve on the methodology, timeliness, accuracy and scope of the National Accounts.

ABOUT THE SIGI UGANDA

There is a widespread consensus that gender equality is a prerequisite for development, growth and poverty reduction. However, despite improvements in education and women's labour market participation, gender inequalities persist in many areas. It is important to understand these barriers and inequalities and identify which policy interventions could most effectively foster gender equality and women's empowerment. In recent decades, discriminatory social institutions – social norms, formal and informal laws and practices that discriminate against women and girls – have gained prominence as a useful analytical framework to illuminate what drives gender inequalities and its persistence.

While most indices of gender equality measure gender-differentiated outcomes in areas such as health, education and employment, the OECD Social Institutions and Gender Index (SIGI) focuses instead on discriminatory social institutions as underlying drivers of gender inequalities in such outcomes. Indeed, these discriminatory social institutions, such as violence against women and discrimination in the family, are fundamental to women's and girls' empowerment yet often overlooked.

The overall SIGI UGANDA measures discrimination against women across five dimensions: Discriminatory Family Code, Restricted Physical Integrity, Son Bias, Restricted Civil Liberties and Restricted Resources and Entitlements. Research using the data indicates that countries with high levels of discrimination against women not only exhibit greater gender gaps but are also performing poorly on a range of development indicators including primary school education, maternal mortality, and child health. For instance, countries with higher levels of discrimination against women tend to show a higher share of women in vulnerable work (OECD Development Centre, 2012a). Analysis using the also shows that countries where women's physical integrity is highly restricted also tend to have higher rates of child mortality, even after accounting for factors such as country income level, urbanisation and the fertility rate (OECD Development Centre, 2012a).

SIGI Uganda is the first country pilot adapting the global SIGI UGANDA methodology and framework to a national context. By highlighting regional disparities in discriminatory social institutions, the SIGI Uganda will be a useful tool for policymakers to design targeted policies reducing inequalities and improving development outcomes for women and men, girls and boys.

SURVEY OBJECTIVES

SIGI Uganda will draw on data collected from a survey that adapts the overall SIGI framework and collect data in selected sample areas. The data will be used to compute a SIGI Uganda that allows for comparisons of discriminatory social institutions and gender inequality between districts or regions so as to better understand sub-national differences. In addition, the country-specific study will take advantage of data sources on discriminatory social institutions that are available in Uganda but may not be available in many other countries, as well as data that respond to the specific Ugandan social and cultural context.

\(^1\) Uganda Bureau of Statistics Act, 1998
SIGI UGANDA project objectives
1. To generate evidence and understand the nature and extent of DSIs at a sub national level;
2. To support Government of Uganda efforts to address policy challenges related to gender inequality;
3. To share learning on conceptual, methodological and technical issues related to measuring DSIs at national level through background paper, expert and national stakeholder workshops; and
4. To provide input into the conceptual framework and to the methodology for the global 2014 and 2016 SIGI.

SURVEY PERIOD AND QUESTIONNAIRES
The survey will take 2 months of fieldwork. The sample of EAs will be spread across ALL districts.

SURVEY SCOPE, COVERAGE AND DESIGN
The survey will be conducted in Uganda on the following: Discriminatory family code, Restricted resources and assets, Son preference, Restricted physical integrity and Restricted civil liberties. The sample will be selected in such a way as to be regionally and nationally representative. The survey will cover the whole country (112 districts) for both rural and urban areas. The methodology for the overall SIGI UGANDA will adopt the quantitative and qualitative designs as follows.

The sample will be designed to allow for estimates at the national, urban and rural areas and ten sub-regional levels. The sample design also will allow for specific indicators, such as women’s access to land, women’s access to bank loans and other forms of credit, access to non-land assets, women’s access to entrepreneurship, to be calculated for each of the ten sub-national regions.

Ten regions, each defined as groups of districts as follows:

1. Central 1: Kalangala, Masaka, Mpigi, Rakai, Lyantonde, Sembabule, and Wakiso
2. Central 2: Kayunga, Kiboga, Luwero, Nakaseke, Mubende, Mityana, Mukono, and Nakasongola
3. Kampala: Kampala
4. East Central: Bugiri, Busia, Iganga, Namutumba, Jinja, Kamuli, Kaliro, and Mayuge
5. Eastern: Kaberamaido, Kapchorwa, Bukwa, Katakwi, Amuria, Kumi, Bukeeda, Mbale, Bududa, Manafwa, Pallisa, Budaka, Sironko, Soroti, Tororo, and Butaleja
6. North: Apac, Oyam, Gulu, Amuru, Kitgum, Lira, Amolatar, Dokolo,
7. Karamoja: Kotido, Abim, Kaabong, Moroto, and Nakapiripirit and Pader districts
8. West Nile: Adjumani, Arua, Koboko, Nyadri, Nebbi, and Yumbe
9. Western: Bundibugyo, Hoima, Kabarole, Kamwenge, Kasese, Kibaale, Kyenjojo, Masindi, and Buliisa

The SIGI Uganda will use the 2012 Population and Housing Census List of Enumeration Areas (EAs) as its sampling frame. The selected EAs will then be subjected to a fresh listing exercise to obtain updated numbers of households. The sample size takes into consideration the implications and logistical aspects related to the organization of the teams of enumerators and the workload for data collection.

A two-stage cluster sampling design will be employed to generate a representative sample at household level. In the first stage, Enumeration Areas (EAs) from each stratum will be selected using Probability Proportional to Size (PPS). This survey will use the 2014 Population and Housing Census list frame to select the 200 EAs. At the second stage, a representative sample of 4200 households will be selected from all the listed households within each EA. This will be achieved by selecting 15 households from the list of households in each Enumeration Area by using systematic sampling.
SURVEY ORGANIZATION

The SIGI UGANDA is a comprehensive survey involving several agencies and many individuals. The Uganda Bureau of Statistics has the major responsibility for conducting the survey. Each field staff selected to work on the survey will work in teams consisting of one supervisor, and about four or five Interviewers. Supervisors and Interviewers may be either male or female. Each field supervisor will be responsible for one team of Interviewers. In the central office, editing officers, data entry staff and computer programmers will also be assigned to the project.

YOUR ROLE AS AN INTERVIEWER

Your job is to interview the sampled households in the EA. Your task is to ask questions and record the answers as required. You must make every effort to obtain complete and accurate answers and then record them correctly. The success of the survey depends on the respondents’ willingness to co-operate and it is your job to obtain it by being polite, patient and tactful.

The information you obtain is very confidential and will be used to compile national statistics. You are not permitted to discuss it, gossip about it or show your records to anyone not employed on the survey project. At no time should questionnaires be left lying around where unauthorised people may have access to them.

You may only ask such questions as are necessary to enable you to complete the questionnaire. It is the duty of adults in the sampled households to give you such information about themselves and other household members.

TRAINING OF INTERVIEWERS

Although some people are more adept at interviewing than others, one can become a good interviewer through experience. Your training will consist of a combination of classroom training and practical experience. Before each training session, you should study this manual carefully along with the questionnaire, writing down any questions you have. Ask questions at any time to avoid mistakes during actual interviews. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual interview situations.

Each of you will receive the following materials:
- Survey Questionnaire
- Interviewer’s Manual of Instructions

Please ensure that you bring these materials each day during training and to the field during fieldwork.

During training, the questionnaire sections, questions, and instructions will be discussed in detail. You will see and have demonstration interviews conducted in front of the class as examples of the interviewing process. You will practice reading the questionnaire aloud to another person several times so that you may become comfortable with reading the questions aloud. You will also be asked to take part in role playing in which you practice by interviewing other trainees.

The training also will include field practice interviewing in which you will interview household respondents. You will be required to check and edit the questionnaires just as you would do in the actual fieldwork assignments.
You will be given **TESTS** to see how well you are progressing during your formal training period. At the end of the training course, the interviewers will be selected based on their test results and performance during the field practice.

The training you receive as an interviewer does not end when the formal training period is completed. Each time a supervisor meets with you to discuss your work; your training is continuing. This is particularly important during the first few days of fieldwork. As you run into situations you did not cover in training, it will be helpful to discuss them with your team. Other interviewers may be running into similar problems, so you can all benefit from each other’s experiences.

**SUPERVISION OF INTERVIEWERS**

Training is a continuous process. Observation and supervision throughout the fieldwork are a part of the training and data collection process. Your team supervisor will play a very important role in continuing your training and in ensuring the quality of the data. He/She will:

- Spot-check some of the households selected for interviewing to be sure that you interviewed the correct households and the correct respondents.
- Review each questionnaire to be sure it is complete and consistent.
- Observe some of your interviews to ensure that you are asking the questions in the right manner and recording the answers correctly.
- Meet with you on a **daily basis** to discuss performance and give out future work assignments.
- Help you resolve any problems that you might have with finding the assigned households, understanding the questionnaire, or dealing with difficult respondents.

**HOW TO APPROACH THE PUBLIC**

Interviewers should ensure that their dress code is acceptable within the community they are working.

Act as though you expect to receive friendly cooperation from the public and behave as though you deserve it. Before you start work, introduce yourself to the LC 1 officials of your EA. Use the introduction letters provided by UBOS and the respective District Local Governments. Start interviewing only when you have identified yourself and exchanged greetings, explained the purpose of the survey, and what it is about, and you have answered all the questions about the survey that people may ask.

During interviews, let people take their time. Do not suggest answers for them. Work steadily and make sure that answers are clear to you before you record them down. Do not accept at once any statement you believe to be mistaken but tactfully ask further questions (probe) to obtain the correct answers.

Someone may refuse to be interviewed because of a misunderstanding. Remain courteous and stress the importance of the survey that it has nothing to do with taxation or any similar government activity. Further, point out that the information will be kept confidential and that the survey results will be published as numerical tables in such a way that it will be impossible to identify characteristics of individual persons and households.

You should be able to clear any misunderstandings, but if you cannot persuade a person to respond, or if his/her refusal is deliberate, tell the person that you will report the matter to your supervisor and do so at the earliest opportunity.
CONDUCTING AN INTERVIEW

Successful interviewing is an art and should not be treated as a mechanical process. Each interview is a new source of information, so make it interesting and pleasant. The art of interviewing develops with practice but there are certain basic principles that are followed by every successful interviewer. In this section you will find a number of general guidelines on how to build rapport with a respondent and conduct a successful interview.

BUILDING RAPPORT WITH THE RESPONDENT

The supervisor will assign an interviewer to make the first contact with each of the households selected for interview. Any capable adult member of the household is a suitable respondent for the household interview.

As an interviewer, your first responsibility is to establish a good rapport with a respondent. At the beginning of an interview, you and the respondent are strangers to each other. The respondent’s first impression of you will influence their willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself. Before you start to work in an area, your supervisor will have informed the local leaders, who will in turn inform selected households in the area that you will be coming to interview them. You will also be given a letter and an identification card that indicates that you are working with UBOS.

1. **Make a good first impression.**
   When you arrive at the household, do your best to make the respondent feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as “good afternoon” and then proceed with your introduction.

2. **Always have a positive approach.**
   Never adopt an apologetic manner, and does not use word such as “Are you too busy?” Such questions invite refusal before you start. Rather, tell the respondent, “I would like to ask you a few questions” or “I would like to talk with you for a few moments.”

3. **Confidentiality of responses when necessary.**
   If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together to write a report.

   Also, you should never mention other interviews or show completed questionnaires to the supervisor or field editor in front of a respondent or any other person.

4. **Answer any questions from the respondent frankly.**
   Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how he/she was selected to be interviewed. Be direct and pleasant when you answer.

   The respondent may also be concerned about the length of the interview. If he/she asks, tell him/her that the interview usually takes about 40 to 60 minutes. Indicate your willingness to return at another time if it is inconvenient for the respondent to answer questions then.

   The respondent may ask questions or want to talk further about the topics you bring up during the interview. It is important not to interrupt the flow of the interview so tell him/her that you will be happy to answer his/her questions or to talk further after the interview.
1. **Be neutral throughout the interview.**
Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the “right” or “wrong” answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

The questions are all carefully worded to be neutral. They do not suggest that one answer is more likely or preferable to another answer. If you fail to read the complete question, you may destroy that neutrality. That is why it is important to read the whole question as it is written.

If the respondent gives an ambiguous answer, try to probe in a neutral way, asking questions such as the following:

- “Can you explain a little more?”
- “I did not quite hear you; could you please tell me again?”
- “There is no hurry. Take a moment to think about it.”

2. **Never suggest answers to the respondent.**
If a respondent's answer is not relevant to a question, do not prompt her/him by saying something like “I suppose you mean that. . . Is that right?” In many cases, she/he will agree with your interpretation of her/his answer, even when that is not what she/he meant. Rather, you should probe in such a manner that the respondent herself/himself comes up with the relevant answer. You should never read out the list of coded answers to the respondent, even if she/he has trouble answering.

3. **Do not change the wording or sequence of questions.**
The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has not understood the question, you should repeat the question slowly and clearly. If there is still a problem, you may rephrase the question, being careful not to alter the meaning of the original question. Provide only the minimum information required to get an appropriate response.

4. **Handle hesitant respondents tactfully.**
There will be situations where the respondents simply say, “I don't know,” give an irrelevant answer, act very bored or detached, or contradict something they have already said. In these cases, you must try to re-interest them in the conversation. For example, if you sense that they are shy or afraid, try to remove their shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, their town or village, the weather, their daily activities, etc.).

If the respondent is giving irrelevant or elaborate answers, do not stop them abruptly or rudely, but listen to what they have to say. Then try to steer them gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic, and responsive person who does not intimidate them and to whom they can say anything without feeling shy or embarrassed.

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked all over Uganda and that the answers will all be merged together. If the respondent is still reluctant, simply write REFUSED next to the question and proceed as if nothing had happened. Remember, the respondent cannot be forced to give an answer.
5. **Do not form expectations.**
   You must not form expectations of the ability and knowledge of the respondent. For example, do not assume respondents from rural areas or those who are less educated or illiterate do not know about some governance issues.

6. **Do not hurry the interview.**
   Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate their own opinion, they may respond with “I don’t know” or give an inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, say to the respondent, “There is no hurry. Your opinion is very important, so consider your answers carefully.”

---

### FIELDWORK PROCEDURES

Fieldwork for the 2014 SIGI UGANDA will proceed according to a timetable, and the survey will be successful only if each member of the interviewing team understands and follows correct field procedures. The following sections review these procedures and describe the proper procedures for keeping records of selected households.

1. **Making callbacks**
   Because each household has been carefully selected, you **must** make every effort to conduct interviews with the respondent in that household. Sometimes, an adult household member will not be available at the time you first visit. You need to make at least 3 visits at three separate times of the day or days when trying to obtain an adult respondent to maximize the possibility of successfully completing the interview.

   If no appointments were made, make your call-backs to a respondent at a different time of the day than the earlier visits; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so you make a call-back in the morning or late afternoon. Scheduling call-backs at different times is important in reducing the rate of non-response (i.e., the number of cases in which you fail to contact a household). You will return the household questionnaire to your team supervisor as soon as you have completed work in a household.

2. **Keeping questionnaires confidential**
   You are responsible for seeing that the questionnaires are kept confidential. Do not share the results with other interviewers. You should not attempt to see the completed questionnaires for a household nor discuss the interview results with your colleagues.

3. **Supplies and documents needed for fieldwork**
   Before starting fieldwork each morning, ensure that you have everything you need for the day’s work. Some necessary supplies include:
   - A sufficient number of questionnaires
   - Interviewer’s manual
   - Your personnel identification
   - Clip board
   - Blue ink pens
   - A bag to carry questionnaires and materials

---

### CONTACTING HOUSEHOLDS

A **structure** is a freestanding building, for a residential or commercial purpose. It may have one or more rooms in which people live; it may be an apartment building, a house, or a thatched hut, for instance.

Within a structure, there may be one or more dwelling (or housing) units. For instance, there would be one dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or five dwelling
units in a compound. A **dwelling unit** is a room or group of rooms occupied by one or more households. It may be distinguished from the next dwelling unit by a separate entrance.

Within a dwelling unit, there may be one or more households. **By definition**, a **household** consists of a person or group of persons, related or unrelated, who live together in the same dwelling unit, who acknowledge one adult male or female as the head of household, who share the same living arrangements, and are considered as one unit. In some cases one may find a group of people living together in the same house, but each person has separate eating arrangements; they should be counted as separate one-person households. Collective living arrangements such as hostels, army camps, boarding schools, or prisons are not considered as households in this survey.

Specific households will be selected to be interviewed, and you should not have any trouble in locating the households assigned to you if you use the listing questionnaire.

### CHECKING COMPLETED QUESTIONNAIRES

It is the responsibility of the interviewer to review each questionnaire when the interview is finished. **This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible.** Also check that you have followed the skip instructions correctly. You may be able to make minor corrections yourself, but in many cases you will need to talk further with the respondent. Simply explain to the respondent that you made an error and ask the question(s) again.

Do not recopy questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use work sheets to collect information. **Record ALL information on the questionnaires provided.** Any calculations you make should be written in the margins or on the back of the questionnaires.

Anything out of the ordinary should be explained either in the margins near the relevant question or in the comments section at the end. These comments are very helpful to the supervisor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

### Submission of the Questionnaires to the Field Supervisor

After reviewing the questionnaires for obvious errors, you will submit the completed questionnaires to your field supervisor for an initial round of review. The field supervisor will review the questionnaires for completeness, consistency, and accuracy, and highlight mistakes and inconsistencies to be corrected by the interviewer. The field supervisor will then return the questionnaires with errors to the enumerators for correction.

### DATA QUALITY

It is the responsibility of the supervisor to review the Household Questionnaires from a sample cluster while the interviewing team is still in the cluster. It is especially important for the supervisor to conduct thorough edits of questionnaires at the initial stages of fieldwork. The supervisor should discuss with each interviewer the errors found in the collection of data. It may sometimes be necessary to send an interviewer back to a respondent in order to correct some errors.

### GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

To collect the information needed by the SIGI UGANDA, you must understand how to ask each question, what information the question is attempting to collect, and how to handle problems that might arise during the interview. You must also know how to correctly record the answers the respondent gives and how to
follow special instructions in the questionnaire. This part of the training manual is designed to familiarize you with the SIGI UGANDA questionnaires.

ASKING QUESTIONS

It is very important that you ask each question exactly as it is written in the questionnaire. When you are asking a question, speak slowly and clearly so that the respondent will have no difficulty hearing or understanding the question. At times you may need to repeat the question to be sure the respondent understands it. In those cases, do not change the wording of the question but repeat it exactly as it is written.

If, after you have repeated a question, the respondent still does not understand it, you may have to restate the question. **Be very careful when you change the wording, however, that you do not alter the meaning of the original question.**

In some cases, you may have to ask additional questions to obtain a complete answer from a respondent (we call this ‘probing’). If you do this, you must be careful that your probes are “neutral” and that they do not suggest an answer to the respondent. Probing requires both tact and skill, and it will be one of the most challenging aspects of your work as an interviewer.

RECORDING RESPONSES

In the SIGI UGANDA, all interviewers will use pens with **blue ink** to complete all questionnaires. Supervisors will do all their work using pens with **red ink**. **Never use a pencil to complete the survey questionnaire.**

The questions in the SIGI UGANDA questionnaires are questions that have pre-coded responses.

**Questions with pre-coded responses;**

For such questions, we can predict the types of answers a respondent will give. The responses to these questions are listed in the questionnaire. To record a respondent’s answer, you merely circle/write the number (code) that corresponds to the reply.

Example:

Has [NAME] ever attended any formal school?
1 = Never attended
2 = Attended school in the past
3 = Currently attending

If [NAME] has never attended, record code 1, if [NAME] is currently attending, record 3.

In some cases, pre-coded responses will include an “Other (specify)” category. The “Other (specify)” code should be circled/recorded when the respondent’s answer is different from any of the pre-coded responses listed for the question. Before using the “Other (specify)” code, **you should make sure the answer does not fit in any of the specified categories.** When you circle/write the code “OTHER” for a particular question you must always write the respondent’s answer in the space provided. If you need more room, use the margins or the comments section at the end. If you use the comments section, write, “see note in comments section” next to that question.

CORRECTING MISTAKES

It is very important that you record/circle all answers neatly. For pre-coded responses, be sure that you write/circle the code for the correct response carefully. If you made a mistake in entering a respondent’s answer or he/she changes his/her reply, be sure that you cross out the incorrect response and enter the right answer. Do not erase an answer. Just put two lines through the incorrect response.

**Remember** that if you are not careful to cross out mistakes neatly, it may not be possible to determine the correct answer when the data are entered later into the computer.
FOLLOWING INSTRUCTIONS
Throughout the SIGI UGANDA questionnaires, instructions for the interviewer are printed in CAPITAL LETTERS or in bold, whereas questions to be asked of the respondent are printed in small letters. You should pay particular attention to the skip and filter instructions that appear throughout the questionnaire.

1. Skip instructions
It is very important not to ask a respondent any questions that are not relevant to his/her situation. In cases where a particular response makes subsequent questions irrelevant, an instruction is written in the questionnaire directing you to skip to the next appropriate question and in other instances an instruction is written at the start of the next question directing you to check the previous responses coded. It is important that you carefully follow skip instructions.

CHECKING COMPLETED QUESTIONNAIRES
After you have completed an interview, you must review the questionnaire by carefully checking the answer to each question. It is important to check that you have followed all the appropriate skip patterns and that you have not omitted any sections. You should check that all answers are legible, particularly in questions where you corrected mistakes that you made in recording the respondent’s answers. You should review the questionnaire BEFORE you leave the household, so that if you need to question the respondent further, he/she is likely to still be available.

You should write any comments about the interview that you feel would clarify the answers you recorded or that would be of interest to your supervisor. If you have any doubts about how to record an answer, feel free to write a note on the questionnaire and then check with your field supervisor. They are there to help you.

GLOSSARY OF TERMS

What is an “asset”?

Assets are all items that are source of benefits accruing to the owner (a household or members of the household, for example), by holding or using it for producing goods and services over a period of time.

Assets may include (i) household dwelling, (ii) agricultural parcels, (iii) livestock, (iv) farm and non-farm machinery and implements, (v) durable household items, such as stoves and refrigerators, (vi) dues receivable against loans advanced in cash and kind, and (vii) financial assets, such as shares in a company, national saving certificates, and deposits with banks, post offices and other individuals, and (viii) valuables, such as jewelry, held as store of value.

An asset has three characteristics:
- Its ownership right, whether legal and/or economic, is enforced;
- It is used repeatedly in the process of production for producing goods/services or held as a storage of value; and
- It can be used for more than a year.

What do we mean by “ownership”?

Economic ownership is having the right to claim the economic benefits associated with the use or disposal of an asset.

Joint ownership refers to two or more individuals legally and/or economically owning economically an asset together.

Legal ownership refers to the existence of any document an individual can use to claim ownership rights in law over an asset.
Ownership document is usually for land and housing and refers to any type of written documentation (government-issued or not) including a title deed, certificate of customary ownership, will, or purchase agreement that states which persons own, have inherited, have been allocated, or have purchased the land or dwelling.

When the individual(s) inherits an asset, it means that he/she receives the asset from another family member(s) upon the death of the family member(s) in question.

A liability is established when one party (the debtor) is obliged to provide a payment or a series of payment to the other party (the creditor).

Bundle of Rights

When the owner(s) bequeaths an asset, it means that he/she gives or lives the asset by oral or written will, to another person(s) after the death of the owner in question.

When the owner(s) uses an asset as collateral, it means that he/she provides the asset as a security/guarantee for obtaining loans or other obligations.

When the owner(s) rents out an asset, it means that he/she bestows the use rights of the asset onto another person(s) for a specific period of time, in return for cash or in-kind benefits.

The individual providing permission/consent to another individual to exercise a particular right is the individual that has the final say/veto power in whether that particular right (e.g. selling a parcel) can be exercised by another individual.

The individual seeking permission/consent from another individual to exercise a particular right is the individual that CANNOT act on his/her own AND that needs to receive authorization from another individual to exercise a particular right.

One individual member simply informing another individual of his/her plans to sell, rent out, use as collateral or make improvements in a parcel is NOT the same as seeking permission!

How are agricultural holding, parcels and plots related?

An agricultural holding is an economic unit of agricultural production under single management comprising all livestock kept and all land used wholly or partly for agricultural production purposes, without regard to title, legal form, or size.

Single management may be exercised by an individual or household, jointly by two or more individuals or households, by a clan or tribe, or by a juridical person such as a corporation, cooperative or government agency.

The holding’s land may consist of one or more parcels, located in one or more separate areas or in one or more territorial or administrative divisions, providing the parcels share the same production means utilized by the holding, such as labour, farm buildings, machinery or draught animals. The requirement of sharing the same production means utilized by the holding, such as labour, farm buildings, machinery or draught animals should be fulfilled to a degree to justify the consideration of various parcels as components of one economic unit.

A parcel is any piece of land, regardless of type of tenure, entirely surrounded by other land, water, road, forest or other features not forming part of the holding or forming part of the holding under a different land tenure type. A parcel may consist of one or more plots within. Note that in urban areas, people may also refer to a parcel of land as a plot.
A plot/musiri is a part or whole of a parcel on which a unique crop or crop mixture is cultivated.

What are the different types of marriages and marital statuses?

Adult is an individual who is at least 18 years old on the date of survey.

Civil marriage is a marriage solemnized before the District Registrar under section 48 of the Registration of Marriage Act.

Cohabitation refers to an unmarried man and an unmarried woman living together as if they were husband and wife.

Monogamous marriage is a marriage between a man and a woman neither of whom, during the subsistence of the marriage, shall be at liberty to enter into or contract any other valid marriage.

Customary marriage is a marriage celebrated according to the rites of an African community to which one or both of the parties belong.

Polygamous marriage is a marriage in which a man is married to more than one wife.

Religious marriage is a marriage solemnized in a place of worship (e.g. mosque, church) by a recognized minister; includes, a marriage solemnized by a recognized minister in a place directed by the Minister’s license.

Separated refers to a person who does not physically live with his or her spouse/partner without having gone through a legal divorce but may be considering divorce or a permanent separation. This does not include spouses in a polygamous marriage who live in separate houses.

Widower refers to a person whose spouse/partner is deceased and who is not currently married.

Divorced refers to a person who has terminated legal marriage through the legal system.

SOCIAL INSTITUTIONS
These are formal and informal laws, social norms and practices that shape or restrict the decisions, choices and behaviours of individuals, groups and communities. Social institutions set the parameters of what they influence decisions, choices or behaviours that are acceptable or unacceptable in a society.

DISCRIMINATORY SOCIAL INSTITUTIONS
These are social institutions that those that restrict or exclude women and girls and consequently limit their access to opportunities, resources and power and fulfilling their aspirations. They influence unequal distribution of power between men, women, boys and girls in the family, economic sphere, and public life.

Social institutions have influence at
a) Household level in everyday behaviours and attitudes
b) Community level in specific beliefs or sanctioned practices
c) Country level in terms of broader social norms or laws which allow discrimination
CHAPTER TWO
INSTRUCTIONS TO COMPLETE THE SOCIAL INSTITUTIONS AND GENDER INDEX UGANDA (SIGI) SURVEY

MODULE 1A: HOUSEHOLD IDENTIFICATION PARTICULARS

Each household will be given a set of code numbers which will uniquely identify it. The identification is very important so accuracy should be observed here. The identification consists of the Stratum name and code which will be recorded against item 1, District name and code which will be recorded against item 2, Sub-stratum against item 3, County/Municipality name against item 4, Sub-county/Division/Town Council name against item 5, Parish/Ward name against item 6, EA name and code against item 7. The information to be filled in items 1 to 7 will be provided from the office. The three digit serial number assigned to the household during the listing exercise will be recorded against item 8 and the sample number will be recorded against item 9. Sample number refers to the order number during the process of selecting the 10 households that will be interviewed in the EA. In item 10 you will record the name of the household head. In case the name is different from what was recorded in the listing questionnaire, the reason should be explained as remarks on page 1 of this questionnaire. In item 11, record the location address of the household surveyed. This will be used as reference in the subsequent visits.

MODULE 1B: PARTICULARS OF FIELD STAFF

The Interviewer should record his/her name and code against item 1 and the date of interview against item 2. The Interviewer should also record the time of starting and ending the interview against item 7 in 24 hour format. The Supervisor will record his/her name and code against item 3 and the date of checking against item 4. The Supervisor should also record the response code against item 8A using the codes provided. If the entry in item 8A is code 2 or 3, indicate the reason in item 8B by filling in the appropriate code.

Interviewer/Supervisor Codes
Personal identification codes will be assigned to all the interviewers and supervisors. This will be done at the end of the training. The interviewer's and supervisor's remarks about the interview should be recorded under Items 9 and 10.

MODULE 2: HOUSEHOLD ROSTER

Purpose: The purpose of this section is to:
(i) identify all persons who are members of the household;
(ii) provide basic demographic information such as age, sex and marital status of each household member among other characteristics;

Respondent: The SIGI UGANDA targets groups of adults (Males and Females) aged 18 years and above.

Definitions
Household: In this survey a household is defined as a group of people who have been living and eating their meals together for at least 6 of the 12 months preceding the interview. Therefore, the member of the household is defined on the basis of the usual place of residence. There are some exceptions to this rule as described below:
1. The following categories of people are considered as household members even though they have lived for less than 6 months in the past 12 months:
   (i) infants who are less than 6 months old,
   (ii) newly married who have been living together for less than 6 months,
   (iii) students and seasonal workers who have not been living in or as part of another household, and
Other persons living together for less than 6 months but who are expected to live in the household permanently (or for a longer duration).

2. Servants, farm workers and other such individuals who live and take meals with the household are to be identified as household members, even though they may not have blood relationship with the household head.

3. People who have lived in the household for more than 6 months of the past 12 months but have permanently left the household (e.g. divorced or dead) are not considered as members of the household. However, they should be listed in the household roster.

People who live in the same dwelling, but do not share food expenses or eat meals together are not members of the same household. For example, if a man has two or more wives who (with their children) live and eat together, then they form one household. Alternatively, if each wife and her children live and eat separately, then this family will form more than one household. Similarly, if two brothers each having his own family live in the same house, but maintain separate food budgets, they would constitute two separate households. The following are examples of a household:
- a household consisting of a man and his wife/wives and children, father/mother, nephew and other relatives or non-relatives;
- a household consisting of a single person; and
- a household consisting of a couple or several couples with or without their children.

Head of Household: In most cases, the head of the household is the one who manages the income earned and expenses incurred by the household, and who is the most knowledgeable about other members of the household. He/she will be the person named when you ask the question “Who is the head of this household?”

Instructions
The household roster must be filled out with the greatest care. In order to do so you must have a clear understanding of the definition of a household and the guidelines for identifying household members. In this survey, people who are going to be listed in the household roster are categorized as follows:

- Usual members present on the date of interview
- Usual members not present on the date of interview
- Children and other regular members away from home for six months or more for education, search of employment, business transactions etc. but present on the date of interview
- Same as above but not present on the date of interview
- Non-members or guests staying temporarily on the date of interview
- Those who were usual members and have stayed abroad for six months or more
- Those who have left the household permanently or died in the last 12 months

Usual members are defined as those persons who have been living in the household for 6 months or more during the last 12 months. However, members who have come to stay in the household permanently are to be included as usual members, even though they have lived in this household for less than 6 months. Furthermore, children born to usual members on any date during the last 12 months will be taken as usual members. Both these categories will be given code “1” or “2” depending upon whether they are present or absent on the date of the interview.

Regular members refer to those persons who would have been usual members of this household, but have been away for more than six months during the last 12 months, for education purposes, search of employment, business transactions etc. and living in boarding schools, lodging houses or hostels etc. These categories will be given code “3” or “4” depending upon presence or absence on the date of the interview.
There may be guests or visitors present in the household on the date of the interview these will be given code "5". Note that, relatives to the head who happen to be visitors on the date of survey will be recorded as visitors.

Persons considered members of the household who have lived outside the household for 6 months or more during the last 12 months and are abroad or overseas for reasons of schooling and other reasons will be given code "6".

Persons who were household members during the last 12 months but left the household permanently or died will be given code "7".

**Column (200): ID number (Person ID)**
Each household member will be assigned a two-digit identification number, beginning with the head of the household with '01'. The head must be a usual member of the household. The rest of the household members will be assigned codes '02', '03', '04' and so on until all the household members have been recorded, starting with the spouse, children (preferably starting with the eldest to the youngest), etc.

The identification code is extremely important, as it allows the information gathered in the various sections of the questionnaire that pertains to the same household member to be linked together. For instance if a person is assigned identification code 05 in the roster, then in all other sections of the questionnaire where information is collected for individual household members, the information pertaining to this particular person should always be entered in the row corresponding to identification code 05.

Particulars of each household member in this section will be filled in a separate row. Provision has been made for 12 rows. If there are more than 14 persons to be listed on the household roster, use another questionnaire and complete the roster there. You will record the information on these people in that questionnaire and assign ID numbers starting from 15. Questionnaires must be stapled together and household identification particulars should be copied to all used questionnaires.

**Column (201): Name of household member**
You will record the names of all the household members as given by the respondent, starting with the surname. In case of long names, you will record the surname and an initial for the other name. Newly born babies without names may be recorded as 'Baby Boy' or 'Baby Girl'.

The following steps must be followed:
1. The first person must be the head of the household, even if he/she is not the respondent and even if he/she is absent;
2. Next enter the names of members of his/her immediate family (wives/husband and children) who sleep in the dwelling and take their meals together. If there is more than one wife, start with the first wife, followed by her children in order of age, then the second wife and her children in order of age, and so on.
3. Other persons related to the head of household and his/her husband/wife who sleep in the dwelling and take their meals together;
4. Persons not present but who normally live, sleep and eat together with the household i.e. those who are temporarily away for education purposes, search of employment, business transactions etc. and living in boarding schools, lodging houses or hostels etc.
5. Unrelated persons who sleep in the dwelling and take their meals with the household.
6. None members and guests staying temporarily on the date of the interview;
7. Those who were usual members and have stayed abroad for six months or more; and
8. Those who have left the household permanently or died in the last 12 months.

Now administer the questions beginning from column 205 for each of the persons listed. Make sure you finish the set of questions in this section for each person before going onto the next person on the list.
Columns (202) and (203): Sex of household members and relationship to household head
Against each of names listed indicate the sex and relationship to the household head by checking in the appropriate codes. For instance, if a particular person is a son of the household head then you will write code ‘1’ for sex and code ‘3’ for relationship with the head of the household. Be careful in column 203 to obtain the relationship to the head of the household. Pay special attention when the respondent is not the head of the household because the respondent in this case may give the relationship of the person in question to him or herself rather than the head of the household. Therefore, reconfirm the relationship to the head of the household before filling out the answer.

Column (204): Residence status
The persons listed in column (201) will be categorized by codes as follows:

1. Usual members present on the date of enumeration
2. Usual members not present on the date of enumeration
3. Children and other regular members away from home for six months or more for education, search of employment, business transactions etc. but present on the date of enumeration
4. Same as in 3 above but absent on the date of enumeration
5. Non-members or guests staying temporarily on the date of enumeration
6. Those who were usual members and have stayed abroad for six months or more
7. Those who have left the household permanently or died in the last 12 months

*Be sure to observe the instruction that applies for persons with codes 5 to 7 in col 204.*

Column (205): Age in completed years
This refers to age at last birthday. The person’s age should be recorded in completed years on the day of the interview in two digits. For instance, if the person is an infant (age less than 1 year), write ‘00’; if the person is aged seven years and some months but not yet eight, write ‘07’.

The age of a person should not be left blank. Documents like birth certificates, immunization cards, baptism certificates and others can be used to ascertain age. If the person does not know his/her age, refer to events of national or historical importance to estimate his/her age or age will be indirectly estimated based on another member of the household.

Column (206): Date of Birth
Ask for each household member’s exact date of birth. This will serve to check the accuracy of ages of household members. Record the person’s exact date of birth as follows:

i). Day using a 2–digit code ranging from 01 to 31;
ii). Month using a 2–digit code ranging from 01 to 12 that is January to December; and
iii). Year using a 4–digit code,
iv). If Day or Month of birth is unknown record 98 and if Year of birth is unknown record 9998.

For example, if somebody was born on Thursday, 17th February 2011, record the Date of Birth as 17/02/2011.

Some people may not know their age but may know when they were born. Ask, ”*When was this person born?*” If the age is not known but the year of birth is given, then you will compute the age of the person. If the person has already had her/his birth day subtract the year of birth from the current year (2014), otherwise subtract the year of birth from last year (2013). If the month of birth is not known but the year of birth is known then you subtract year of birth from current year (2014). If the date of birth is known, calculate the age.

A reliable date of birth of one of the Household members may help you to work out the birth dates of other members if it is known whether they are older or younger and by how many years.

If all fails, make the best estimate you can, judging by such things as the person’s appearance and
position in the Household and by using your common sense knowledge, that women do not usually bear children below the age of twelve or over fifty years, that people who were in the same class at school are generally in similar age bracket and so on.

Annex 1 (Age/Birth-date Consistency Chart) will help you to calculate the age in completed years while use of historical events will help you to estimate the age in completed years.

If a person’s age is known but his/her date of birth is unknown; by computing or referring to the age/birth-date consistency chart establish and record his/her year of birth in R08c and write code “98” for Don’t Know date and month of birth.

There should be consistency between the age of an individual and his/her date of birth.

**Column (207a) and (207b) Eligibility for females and males (18 years and above)**
Circle the PID of all persons (males and females) aged 18 years and above who are usual members in the household. Refer to columns 202 and 205.

**Column (208): Highest grade completed**
The highest level of education completed will be recorded for all persons. Completing a level means having passed the formal examinations at the end of the academic year – the last full grade completed. For instance, for a person who dropped out in S4 without completing the end of year examinations, then the highest level of education will be S3 (see codes at the back of questionnaire).

**Column (209): Ethnicity and Column (210) Religion**
Ask questions on religion and ethnicity as they appear in the questionnaire and record the appropriate response. Refer to the codes at the back of questionnaire.

**Column (211 and 212): Marital status and Marriage Documentation**
The present marital status refers to the person’s marital status as on the date of the interview. “Married” includes all types of marriages - e.g., civil, traditional and common law – with legal, religious and cultural obligations. For the purpose of this survey, persons who are currently cohabiting are classified as “married” if they consider themselves as such. Note that polygamy refers to males having more than one wife even if they are not staying in the same household. Make sure that only those people who have never been married are classified as “never married” not those who are presently not married, but have been married in the past. That is individuals who are divorced or separated should be listed explicitly as such using code ‘3’. Similarly, those who were married but lost their partners should be recorded using code ‘4’.

Find out whether a married person has any documentation. For purposes of the survey, Marriage Registration shall be by a civil authority at district or Sub-County levels, as well as from the Uganda Registration Services Bureau, Town Councils and Municipalities and referral hospitals.

---

**MODULE 3: HOUSEHOLD CONDITIONS AND SOURCE OF INCOME**

**Purpose:** This section aims at measuring the quality of housing occupied by the household currently. Thus, it collects information on the type of dwelling, occupancy status and the physical characteristics of the dwelling, and access to basic services (including water, electricity and sanitation).

**Definition**
A housing unit is a unit designed/intended for habitation by one household. A housing unit may be a detached house, a flat, a hut, a room in labour lines, or other place intended to be habited by one household. A housing unit, although intended to be inhabited by one household, may in fact house two or more households. For example, a house or flat may be shared by two or three households. Another example is where one household occupies the main house and another occupies the garage. In such cases there are two Households in one housing unit.
A dwelling unit is the unit actually occupied by the Household. Most of the questions on housing conditions can be answered by observation. However, in case of doubt, please ask the respondent. The response should refer to the characteristics of the biggest part of the dwelling unit.

301: Type of Dwelling Unit
This question seeks to establish the type of dwelling unit occupied by the household. You are required to record the most appropriate code.

A semi-detached house commonly refers to two or more separate residences, attached side-by-side. This type of dwelling unit can appear as a single house with two different entrances, though some times the houses have a shared entrance but with two separate doors. The semi-detached house often looks like either two or more houses put together. It can be single or multiple storied, with a common roof and shared walls between units.

A detached house is one that stands alone without being attached in any way to another building. NOTE: This excludes storied houses structurally built for use by one household.

A Tenement (Muzigo) is a building for human habitation especially one that is rented to tenants. It is a rundown, low rented apartment building where facilities and maintenance barely meet minimum standards, often over crowded especially in a poor section of an urban area. It is also a multi-unit dwelling made up of several apartments.

If none of the stated dwelling unit types are appropriate, record code 96 for “Others” e.g. if the type of dwelling unit is containers and unipots. The household may occupy a unit which is not intended for habitation e.g. a garage. In such cases, record code 07 for “Garage”.

302 to 304: Type of Material mainly used for Construction of the Roof, Wall and Floor
These questions deal with the physical characteristics of the dwelling: record the main construction material of the roof, the external wall and the floor of the main dwelling unit. Ask the respondent for the main type of material used for construction and write the appropriate code. However, if the main material used is obvious, record as observed. If more than one kind of material is used, record the main type of material (i.e. the material that covers the largest part of the floor/roof/wall of the dwelling unit). The quality of the material does not matter.

Construction materials are usually obvious. Descriptions of some of the materials are given below:
   i) **Roof**: Thatch: this includes grass, papyrus, banana fibre, banana leaves etc.
   ii) **Wall**
      - **Bricks**: These are building materials molded from earth or clay. They may or may not be burnt, and may or may not be stabilized with another material such as lime or cement or mud.
      - **Cement Blocks**: These are building materials made out of a mixture of cement and sand. They are usually larger than bricks.
   iii) **Floor**
      - **Cement screed**: This is a thin layer on the floor made of sand and cement.
      - **Concrete**: Is a thick layer of hard core stones mixed with gravel stone and cement.

Rammed Earth: Earth mixed with water, rammed and left to dry.

305: Occupancy Tenure of Dwelling Unit
This question is concerned with the arrangements by which a household occupies its dwelling or living quarters i.e. is the household staying in it FOR FREE or SOME PAYMENT is made in order for the household to stay in it? Write the code which most appropriately describes the arrangements under which the Household occupies its dwelling. If the Household owns the dwelling, write code 01 for "Owner occupied".

If the Household members neither own the dwelling nor pay rent of any kind but occupy the dwelling free
of charge because it belongs to government, record 02 for “Free Public”. Probe to ensure that the household does not pay any rent either directly or indirectly (e.g. deducted by the employer). Public housing is owned by the Central Government, Local Governments, or Parastatal Organisations. All other housing is private.

If a private company or private school or a relative or a friend offers a free house where the household members live, then record 03 for “Free-Private”.

Households occupying public housing may pay part of the rent (nominal rent). If such is the case, record 04 for “Subsidised Public”. Households occupying private housing may pay part of the rent (nominal rent), record 05 for “Subsidised Private” in such cases. If any government organization/agency pays full rent for the dwelling unit, record 06 for “Rented Public”. If a household member pays full rent for the dwelling unit, record code 07 for “Rented Private”. If no code is appropriate, write code ‘96’ and specify.

306: Ownership of the Dwelling

Ask the respondent for the persons that own the dwelling. Refer to the roaster in Module 2 and record up to four PIDs of the household members that own the dwelling. If the household is owned by any other person that does not belong to this household, recode the PID and enter the personal details of the individuals in the Network Roaster. The Network roaster is generated as you fill in the questions as and when required.

307: Tenure Status of the Plot on which the dwelling is located

The different scenarios of land ownership are discussed as follows.

Ownership rights

Land owned is the land area possessed by the household for which the household has a title or certificate of ownership. Land owned also includes land which the household can reasonably expect to eventually possess title or certificate of ownership and land which has been operated for many years by the same household without any other claims being made on the land.

In Uganda, the systems of owning land which are recognized by the law are freehold, leasehold, mailo and customary tenures.

Freehold tenure is ownership of land for an unlimited period. It means that one can pass on this land to another person after one’s death. The owner of a freehold title has full powers to use and do anything with the land as long as it is not against the law.

Leasehold tenure is a way of owning an interest in land based on an agreement with the owner of the land allowing another person to take possession and use the land to the exclusion of any one else for a specified or limited period of time, usually five years, forty nine years or ninety nine years.

Mailo tenure was created by the 1900 agreement. It is ownership of land formerly given to the Baganda chiefs mainly in Buganda. It is similar to freehold tenure except that tenants on mailo land have security of tenure.

Customary tenure is a traditional method of owning land. Each community has traditionally developed a system of owning land. It may be owned either by the community, clan, families or individuals.

308 to 309: Acquisition of Land and from whom

Ask how the household acquired the Land for the first time and record appropriately. For code 2, 3, 4 or 5, ask, as questions 309a to 308c and record appropriately. For instance, if an unmarried household head inherited land from his/her family, record appropriately.

310: Source of Water for Drinking

The purpose of this question is to assess the safety of the household water used for drinking. If several sources are mentioned, probe to determine the main source. Write the two digit code for the Household’s main source of drinking water in the provided space. Note that for purposes of the Survey, the following definitions of water sources shall be used.
<table>
<thead>
<tr>
<th>Response Categories</th>
<th>Definition</th>
<th>Where they are common</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piped water into dwelling</td>
<td>Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection.</td>
<td>Urban/peri-urban, small towns high density area</td>
</tr>
<tr>
<td>Piped water to yard/plot</td>
<td>Pipe connected to a tap outside the house in the yard or plot. Sometimes called a yard connection.</td>
<td>-do-</td>
</tr>
<tr>
<td>Public tap or standpipe</td>
<td>Public water point from which community members may collect water. A standpipe may also be known as a public fountain or public tap or water kiosk. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.</td>
<td>-do-</td>
</tr>
<tr>
<td>Tube well or borehole</td>
<td>A deep hole that has been driven, bored or drilled with the purpose of reaching ground water supplies. Water is delivered from a tube well or borehole through a pump which may be human, animal, wind, electric, diesel or solar-powered.</td>
<td>Rural areas Low density areas</td>
</tr>
<tr>
<td>Protected dug well</td>
<td>A dug well is one that is (1) protected from runoff water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well and (2) covered so that bird droppings and animals cannot fall down the hole and (3) fitted with a pump. Both conditions must be observed for a dug well to be considered as protected.</td>
<td>-do-</td>
</tr>
<tr>
<td>Open/unprotected dug well</td>
<td>A dug well which is unprotected from runoff water; 2) unprotected from bird droppings and animals; or (3) both.</td>
<td>-do-</td>
</tr>
<tr>
<td>Protected spring</td>
<td>A spring protected from runoff, bird droppings, and animals by a “spring box” which is typically constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.</td>
<td>-do-</td>
</tr>
<tr>
<td>Open/unprotected spring</td>
<td>A spring that is subject to runoff and/ or bird droppings or animals. Unprotected springs typically do not have a “spring box”.</td>
<td>-do-</td>
</tr>
<tr>
<td>Rainwater</td>
<td>Rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern.</td>
<td>-do-</td>
</tr>
<tr>
<td>Tanker truck</td>
<td>Water is obtained from a provider who uses a truck to transport water into the community. Typically the provider sells the water to households.</td>
<td>Peri-urban slums</td>
</tr>
<tr>
<td>Vendor</td>
<td>Water is obtained from a provider who transports water into a community using a cart and then sells the water. The means for pulling the cart may be motorized or non-motorized (e.g., a donkey or bicycle).</td>
<td>do</td>
</tr>
<tr>
<td>Surface water</td>
<td>Water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels</td>
<td>-do-</td>
</tr>
<tr>
<td>Gravity flow water</td>
<td>A gravity-flow scheme is whereby supply is from a small upland river, stream or spring, is harnessed at the top of a hill, piped and supplied to homes in the valley using the force of gravity.</td>
<td>Hilly/mountainous areas (mainly rural growth centres)</td>
</tr>
<tr>
<td>Bottled water</td>
<td>Water that is bottled and sold to the household in bottles.</td>
<td>Urban areas</td>
</tr>
</tbody>
</table>
311 – 314: This information will only be collected if the response recorded in 310 is either code 03, 05, 06, 07, 08, 10, 11 or 13 i.e. the water source is outside the compound/homestead.

311 – 312: Traveling and waiting time
Record the travel time to and from the source and the waiting time separately.

313: Distance to the Source of Water
This question seeks to get the respondent’s perception of the walking distance from the household to the water source. The perception of distance from one place to another varies depending on the route being used. A person on foot can afford to use a short cut to the water source which a person using a motor vehicle may not be able to use. Hence the distance to the same water source by the two persons will differ. If the distance is given in miles, convert to kilometres. Record the actual distance given in kilometres (Km) to one decimal place. For those who use water truck/water vendor as the main source of water, establish whether the water is delivered at the household or the respondent moves a certain distance to get the water. If the water is delivered at home then the water source is on premise.

314: Persons who normally collect the drinking water in the household
These questions aim to identify who bears the burden of collecting water. For each household, try to identify the person(s) primarily responsible for this task. If the water is collected by household members, record the Person IDs of the members who normally do it. If the water is collected by non-household members, probe to establish their sex and whether they are minors or adults; enter their PIDs in the Network roster and record appropriately.

Energy for Lighting and Cooking
Information on the source of energy used for lighting and cooking is collected as one of the measures of the socio-economic status of the household. The use of some lighting and cooking energy can also have adverse health consequences. Heat and smoke emitted from firewood, charcoal and paraffin stove may cause respiratory disorders.

These questions ask about the main source of energy for lighting and cooking. If the household uses more than one source of energy for lighting or cooking, find out the source of energy MAINLY used in the household.

315: Source of Energy for Cooking
Write the two digit code for the MAIN source used by the Household for cooking in the space provided. For households that do not cook at all, probe to establish the energy source they use when they cook once in a while.

Note that Q 316 is only applicable for households that report firewood as the main source of energy used for cooking.

316: Source of Firewood
This question seeks to establish the source of firewood that the household normally uses. Record the response appropriately.

317a to 317b: Time Taken
Record the travel time to and from the source and the waiting time separately.

318: Distance
This question seeks to get the respondent’s perception of the distance from the household to the water source. If the distance is given in miles, convert to kilometres. Record the actual distance given in kilometers (Km) to one decimal place.

319: Persons collecting the firewood
These questions aim to identify who bears the burden of collecting firewood. For each household, try to identify the person(s) primarily responsible for this task. If the firewood is collected by non-household
members, probe to establish their sex and whether they are minors or adults. If the firewood is collected by household members, record the Person IDs of the members who normally do it in column 319. If the firewood is collected by non-household members, probe to establish their sex and whether they are minors or adults; enter their PIDs in the Network roster and record appropriately.

320 to 321: Source of household earnings
This question seeks information on the major source of income for the household during the last 12 months. Using the codes provided record the major source income as reported by the respondent. In columns (321a) and (321b), record the amount received during the past 12 months in cash and in-kind respectively.

MODULE 4: INDIVIDUAL IDENTIFICATION PARTICULARS

After completing the household questionnaire, you should have prepared a questionnaire for each eligible woman and man by filling in the identification section on the cover page. As you begin to interview the woman or man, you will record the household serial number from the Module 1A of the household questionnaire, the PID and Name of the respondent from the Household roster (Module 2). Keep a record of your visits, and record the final date and result code.

Selection of the Eligible individuals
To randomly select one woman and man from among all the eligible women/men, you will use a tool called a Kish Grid. The selection steps are the following:

Step 1: Look on the top left corner of the cover page of the Household Questionnaire for the last digit of the questionnaire number.

Step 2: In the table, circle the corresponding digit in the first column, which is labeled LAST DIGIT OF THE QUESTIONNAIRE NUMBER. Example: If the Questionnaire Number is 936, circle ‘6’. If it is 3010, circle ‘0’. This is the row that you will work in.

Step 3: Now, check the total number of eligible women which you have entered on the cover sheet by adding up the total number of eligible women from Column (207a). Circle the corresponding number in the row at the top of the table below the label TOTAL NUMBER OF ELIGIBLE WOMEN/MEN IN THE HOUSEHOLD. Example: If there are two eligible women in the household, circle ‘2’. If there are more than 8 eligible women in the household, circle ‘8’ in the row at the top of the table. You will follow this same procedure for men except you will look at Column (207b) to check the total number of eligible men and circle the number corresponding to the number of eligible men.

Step 4: Now follow the row and the column that you have marked. Circle the number in the box where the two meet. Example: If the last digit of the questionnaire was ‘6’ and the number of women (or men if the household is selected for male respondent) in the household is 3, you will be in the box which has ‘2’ in it. Circle the ‘2’.

Step 5: For a female respondent, go to Column (207a) of the Household Schedule and find the eligible woman corresponding to the number in the box and put a * next to her Line Number at the left of the Household Schedule. For a male respondent for domestic violence, go to Column (207b) and find the eligible man corresponding to the number in the box and put a * next to his PID.

Example for female respondent: The household has 3 eligible women; the first has the PID ‘02’, the second has the PID ‘03’ and the third has the PID ‘07’. If the number in the box is ‘2’ you are looking for the second woman. This is the woman who has the PID ‘03’ in the Household Schedule. Put a * next to this PID. This is the person who will be asked the individual questionnaire.

Example for male respondent: The household has 3 eligible men; the first has the PID ‘01’, the second has the PID ‘04’ and the third one has PID ‘05’. If the number in your box is ‘2’ you are looking for the
second man. This is the man who has the PID ‘04’ in the Household Schedule. Put a * next to this PID. This is the person who will be asked the individual questionnaire.

**Step 6:** Record the PID of the selected respondent in the two boxes at the bottom of the page where the selection was done (the page with the grid).

---

**MODULE 5: ECONOMIC ACTIVITY AND TIME USE**

**Purpose**
This section acts as a screen to determine which respondents to administer the section of the survey about employment and to which ones to administer the section that addresses labor force participation, unemployment, and job search. It also determines the reason for absence for those people who had a job or business but were not at work last week.

**Economic Activity and Time Use**

**Definitions**

**Economic activity.** The concept of economic activity adopted by the 13th International Conference of Labour Statisticians (ICLS) (1982) for the measurement of the economically active population is defined in terms of the production of goods and services as set forth by the SNA. The 13th ICLS Resolution specifies that “the economically active population comprises all persons of either sex who furnish the supply of labour for the production of economic goods and services, as defined by the United Nations systems of national accounts and balances, during a specified time-reference period.” Thus, persons are to be considered economically active if, and only if, they contribute to or are available to contribute to the production of goods and services falling within the SNA production boundary. The use of a definition of economic activity based on the SNA serves to ensure that the concepts used in employment and production statistics are consistent, thus facilitating the joint analysis of the two bodies of data.

**Non-economic activity.** Activities that fall outside the production boundary of the UN SNA are considered to be ‘non-economic activity’. Such activities include services rendered by and for household members, such as preparing and serving meals; mending, washing and ironing clothes; shopping; caring for siblings and sick/disabled household members; cleaning and maintaining the household dwelling; repairing household durables; transporting household members and their goods; etc.

**Household tasks.** Household services carried out by and for household members, such as preparing and serving meals; mending, washing and ironing clothes; shopping; caring for siblings and sick/disabled household members; cleaning and maintaining the household dwelling; repairing household durables; and transporting household members and their goods are non-economic activities that are referred to as ‘household tasks’.

**Occupation.** An occupation is a type of economic activity that a person usually pursues to earn income in cash or in kind. If an individual has more than one occupation during the reference period, the occupation in which the maximum working hours are spent is considered to be his/her main occupation. If equal time is spent in the two occupations, the one that provides the larger share of income is designated as the main occupation.

**500-501: Main and Secondary Occupation**
The goal of question 500 is to find out the respondent's occupation on their job, or their main job if they have more than one. You should describe the tasks performed i.e. what they do in at least two words and be as specific as possible. Primary school teacher, men's clothes salesman, and hotel maid are good descriptions. Driver and repairer are not good descriptions because they do not give enough detail. Taxi driver and watch repairer would be better entries. Also enter the appropriate four digit code that represents the occupation. These codes are found in Annex 3. If you are having a hard time determining the code, leave it blank and consult your colleagues/supervisor later after the interview. Note that the question applies to both the ‘main’ job and secondary job. Question 500 is with reference to the last 12 months while 501 is with reference to the last week (7 days).
502: Income from Main and Secondary Occupation
These questions gather information on the earnings of the respondent who are paid for on their main and or second job during the reference period. The earnings should be reported before taxes or other deductions are taken out i.e. gross earnings. These questions seek to find out from the respondent whether on his/her job(s) he/she is paid. Record the total payment i.e. the sum of what is received in cash and the value in-kind.

503: Periodicity
Respondents will likely give the units needed in 503 as part of their answer to question 502 (e.g. – 10,000 schillings a day) in which case you may record the answers for both questions simultaneously. If they do not volunteer the frequency, you will need to ask for it in 503. Two of the response categories for question 503, bi-weekly and twice monthly, look like they would be the same but they are actually different. A person paid twice monthly gets two paychecks a month, regardless of the length of the month. This results in 24 paychecks a year. A person paid bi-weekly gets a paycheck every two weeks. This results in 26 paychecks a year. Payment on the basis of sales describes situations such as a barber who is paid for each haircut he gives, a carpenter who is only paid when a piece of furniture is sold, or a real estate agent who gets a commission when a house is sold.

504: Decision Making
Who in the household makes the decisions regard to the money earned. Record up to two PIDs from the Household Roaster.

505: Hours of Work
The question seeks information on how many hours the respondent usually works at the main job/activity, secondary job/activity, and any other jobs/activities each week. Record the hours worked on the main job/activity under main job and the hours worked on the second job in the appropriate space. Please stress that we are interested in usual hours in this question. This is the number of hours the person works on that job most weeks, even if last week was different because of sickness, holiday, childcare issues, or a number of other reasons.

506a to 506f: Time spent on Care Labour Activities
These questions collect information on some of the domestic activities of the respondent. The activities asked here are those done for household use, not to earn money. These questions are asked regardless of labour force status.

For each question, record the time the respondent spent engaged in each type of activity last week. If the respondent did not engage in an activity during the week, write "0." BUT if he/she engaged for spent less than 30 minutes, write "0.5 hours". If they spent more than 30 minutes on it but less than an hour, write "1." Be sure respondents include travel time in their responses on time spent for tasks such as fetching water, collecting firewood and where else applicable.

SECTION 6: DISCRIMINATORY FAMILY CODE

Purpose: This section gathers information

To get an understanding of the responsibility for decision making with regard to education and health of the children

To get an understanding of decisions with regard to marriage of girls and boys at family and community level

To get an understanding of the prevalence and demand for dowry / bride price at family and community level

To understand gender based decisions with regard to multiple sexual partners, outside of marriage.

To understand gender based decisions with regard to inheritance rights.
To understand the gender biases in time use at family and community level

601-602: The respondent gives her/his view regarding the minimum age at which boy or girl could get married.

603-604: This question aims to understand who between the father and mother has parental authority regarding their children’s education and health in the respondent’s view (603) and in practice (604). The respondent gives both his opinion and how it is in the practice in his community. Here, daughter and son are not distinguished since this question focuses on parental authority for children less than 15 years.

605-608: These questions aim to understand who between the father, the mother, the bride, the daughter, the relatives and community decides regarding the daughter’s and son’s marriage, respectively. The respondent gives both his opinion and how it is in practice in his community. Here, daughter and son are distinguished to understand if the decision-making power changes hands according to the sex of the children. It also aims to understand if the bride is involved in this issue.

609: This question aims to understand if bride price is a common practice in the respondent’s community. Note that, bride price excludes gifts that are not negotiated for before the marriage.

610: This question aims to understand who in the household decides if a marriage requires bride price.

611-612: These questions aim to capture widow abuse as well as widow and widower rights regarding inheritance and re-marriage. Land and non-land assets have been differentiated considering that land is often associated with the husband’s clan. The respondent should give his/her opinion (611) and how it is in the practice in his community (612).

613: This question aims to understand if after re-marrying outside her husband’s clan, a widow has the rights to keep the inheritance.

614: Ask the respondent whether levirate marriage is a common practice in his community. **Levirate marriage** refers to marriage whereby the brother of the deceased husband automatically marries the widow without her consent.

615-616: These questions aim to understand if daughters and sons have the same rights regarding their inheritance. Here land and non-land assets have been differentiated. Often since daughters will be married in another clan other than her father’s, a community may prefer that male heirs keep the land in order to keep it in the clan. The respondent gives both his opinion (615a and b) and how it is in the practice in his community (616a and b).

617: These questions aim to understand the respondent’s opinion regarding gender roles. Some traditions regard women as the caregivers while men are the breadwinners.

a) This statement says that boys and girls should be engaged in the household chores equally. Here equality is related to the time they spend. This question is not related to the activity but to the amount of time. It aims to understand if in the respondent’s view, girls and boys should be equally treated in terms of household chores.

b) This statement says that working men and women should be equally involved in household chores and child caring.

c) This statement says that men have to take caring responsibilities as the household head. Here chores includes both child caring, care for the sick and elderly, as well as household chores (collecting firewood, water, cooking, cleaning, …)

d) This statement says that housewives would prefer if they can work outside home for a pay instead of staying at home doing unpaid work.

e) This statement says that looking after children is work but leisure time during which a woman can also relax e.g. watch TV.
f) This statement claims that women should be preferred when the jobs are scarce.
g) This statement says that men prefer having a housewife than a wife working outside the home for a pay.

SECTION 7: SON PREFERENCE

Purpose: This section gathers information

To understand child sex preferences in the communities and reasons for them

To get an understanding of the gender based decisions with regard to education, health and time use and reasons for the decisions

701: This seeks to establish whether the respondent has any biological children.
702: Record the exact number of biological children he/she has for both biological sons and daughters.
703: Record the sex of the last child born that is still alive.
704: For respondents with children, ask about whether he/she would like to have another child; if they do not have any children yet, ask whether they would consider having a child.
705: If code 1 in 704, ask for the preferred sex of the child.
706: This question aims to capture if in practice, girls and boys spend the same amount of time doing housework. Even if the respondent has no children, he/she should respond to this question regarding the practice that occurs in his/her community.
707-708: These questions aim to understand what the respondent’s opinion is regarding the activities that girls and boys should engage in. Even if the respondent has no children, ask for his opinion on who should do what.

709: These questions aim to understand the respondent’s opinions regarding gender roles.
   a) This statement says that traditionally, to get married, the husband’s family has to pay bride price to the bride’s family.
   b) This statement says that when a husband has paid bride price, his wife becomes his property.
   c) This statement says that bride price is a sign of respect and appreciation to the girl’s parents that give some kind of status to the daughter. For example, “A woman whose bride price is not paid is always laughed at and she is a talk of the village (she is there without any value). She cannot walk with her head up,” a voice of a woman in Oyam.
   d) This statement says this is more important to be highly educated (secondary or tertiary, excluding vocational education) for a boy than for a girl.
   e) This statement says that household should treat boys and girls equally with regard to education
   f) This statement says that household should treat boys and girls equally with regard health
   g) This statement says that girls are more engaged in housework than boys because this is an educational ground for them.
   h) This statement says that boys are more engaged in housework than girls because this is an educational ground for them.

MODULE 8: SECURE ACCESS TO RESOURCES AND ASSETS

Purpose:
To understand community perceptions with regard to entrepreneurship and access to bank loans and / or other forms of credit and the challenges involved for men and women

To understand the gender biases in assets ownership, access and utilisation issues in the communities

To get an understanding of how major decisions are made at the household level and why

Instructions
It should be noted that assets will be varying in conditions and their valuation should be based on the market value of purchasing a similar good taking into consideration its current condition. For example, if a new chair costs 20,000/= then value of a similar chair owned by the household will be equal to 20,000/= if it is still new, or any value less than 20,000/= depending on the condition of the chair.

Ownership in this case refers to personal property irrespective of the purpose it serves. Any asset got on credit shall be treated as owned.

By a computer we mean a programmable electronic and digital device that performs mathematical calculations and logical operations. It can process, store and retrieve large data and produce results. Mobile phones that have computer facilities SHOULD BE EXCLUDED for this question. The main reason why someone buys a phone is to make and receive calls and not for purposes of being used as a computer facility.

If any of the Household members has access to the assets, but he/she actually does not own it, record code 3 for “No”.

Columns (800a) and (800b): List of Physical Assets and their codes
A list of household assets is provided in column (800a) with their corresponding codes in column (800b).

Columns (801) – (802): Current ownership of assets and Person IDs of owners
In column (801) find out whether any member of the household owns any of the items listed at present and whether they own the items singly or jointly. If the response in column (801) is a ‘Yes’ (i.e. code 1 or 2) then in column (802), record the Person ID(s) of the owner(s). You should follow the skip pattern carefully.

Columns (803a) and (803b): Number and total value of asset
These questions determine the number and estimated current value of the listed items owned by the household.

804: Opinions on Practices related to access to credit services
These questions seek to establish the respondent’s opinion on issues related to access to credit and financial services. Record whether the respondent agrees or disagrees to the statement on a scale of 1 to 5.

805a to 805k: Opinions on access to Large Equipment and Other assets
These questions seek to establish the respondent’s opinion on issues in relation to access to large equipment and other assets. Record whether the respondent agrees or disagrees to the statement on a scale of 1 to 5.

806a to 806k: Opinions on decision-making power for Large Equipment and Other assets
These questions seek to establish the respondent’s opinion on issues in relation to decision making power for large equipment and other assets. Record whether the respondent agrees or disagrees to the statement on a scale of 1 to 5.

807: Ownership of agricultural parcels
This is the screening question to determine whether any household member owns agricultural parcels, either exclusively or jointly with someone else. Agricultural parcels may include those that are currently fallow, cultivated by someone in the household, rented out, or given away for free on a temporary basis.

We will be asking additional questions about what it means to own agricultural parcels, so at this point we want the respondent’s sense of whether or not someone in the household owns any agricultural parcels. He/she may or may not possess the title or an ownership deed to the parcel. If no household member owns an agricultural parcel, or the respondent doesn’t know, skip to 815a.
808 and 809: Parcel ID and Name
List all of the agricultural parcels owned by any member of the household. For each parcel, ask the respondent to give the parcel a “name”. For example, “road parcel” or “swamp parcel”. Start with the largest parcel first, going down to the smallest parcel. Asking the respondents about the largest parcel first is done so that if the household has more than 10 parcels, the smallest parcels will be omitted. Make sure that when you refer to each parcel of land, you are able to match the parcel ID code with the actual parcel. Descriptions might include the type of crop grown on the parcel, the type of land, or the location (irrigated rice plot; vegetable plot near the main road; wife’s parcel north of village).

810 and 814: ID of Legal owner(s) and Decision-maker(s) of parcels
Enter the household ID(s) of the person(s) who is the owner(s) of the parcel. If the parcel is owned by more than one person in the household, enter the IDs of up to 4 owners. If the parcel is owned jointly with someone outside the household, enter a code for this person from the network roster. Up to 2 persons outside of the household can be entered as owners. We will be asking additional information about ownership, so the owner in this question is not necessarily the person who is listed on the title as the owner. We want the person or people within the household and outside the household who claim legal ownership (810).

In Q 811, enter the household ID(s) of the person(s) who makes the decisions for the sale or have the right to sell the parcel. If more than one household member makes these decisions, up to 4 ID codes can be listed. If someone outside of the household makes these decisions, record his/her ID code from the network roster. Up to 2 persons outside of the household can be recorded.

In Q812 to 814 enter the household ID(s) of the person(s) who has the right to use the parcel as collateral; right to rent the parcel and the power to decide regarding the timing of crop, activities and crop choices on the parcel respectively.

815b: Ownership of Livestock
This is the screening question to determine whether any member of the household owns any livestock, either exclusively or jointly with someone else. The enumerator must read the categories of animals listed. Note that someone may own livestock that is not kept on the premises; the livestock may be in another location in the care of a caretaker. Also note that livestock does not include pets.

Ask Q815b for all categories of livestock listed before proceeding to the remaining questions in the module. If nobody in the household owns any of the categories of large livestock listed, or the respondent doesn’t know, skip to the next livestock on the list

Q816 to 818: Legal Owners of Livestock and Decision-maker(s)
The question on owned livestock should be completed for all of the animals in the category of livestock. List the ID(s) of the household members (up to 4 can be entered) who are individual owners, and up to two PIDS of non-household members from the Network Roaster.

NON-FARM BUSINESSES / ENTERPRISES
These questions collect detailed information on enterprises owned by any member of the household. An enterprise is an undertaking which is engaged in the production and/or distribution of some goods and/or services meant mainly for the purpose of sale whether fully or partly no matter how small. We are interested in enterprises that are currently operating, closed temporarily, or operating seasonally. We are not interested in enterprises that are closed permanently. The enterprise may be run in the premises of the household or outside of the household. It can be an informal enterprise or a formal one of any size. For instance, non-agricultural one-person operations providing goods/services for other non-household members/groups, i.e. working independently on their own—account, MUST be classified as enterprises.

Enterprises might include, for example, making mats, bricks, or charcoal; working as a mason or carpenter; firewood selling; metalwork; running a street corner stall; owning a major factory, making local
drinks, straw mats, carpets or baskets; any trade (in food, clothes or various articles) or professional activity (like that of a private lawyer, a doctor, a carpenter, etc.) offering services for payment in cash or in-kind.

Although you must not list household farms in this module, you must list household enterprises based on post-harvest processing and trading of own--produced agricultural by-products, such as starch, juice, beer, jam, oil, seed, bran, etc... AND household enterprises based on trading of agricultural crops purchased from non--household members.

819: Ownership of non-farm enterprises
These are the screening questions to determine whether any member of the household owns a non-farm enterprise. If no member of the household owns an enterprise, skip to the next module.

Q820 and 821: ID and Description of enterprise
Enter a brief description of the type of activity the enterprise is engaged in. The description should be short and succinct (to the point), sufficient for classifying the enterprise by industry. Examples include:
- vegetable seller in market
- bicycle repair
- palm mat weaving
- furniture or coffin making
- used clothes trading
- beer brewing
- charcoal making

Enter descriptions of all enterprises owned by members of the household before proceeding to the remaining questions in the module, all of which should be asked one enterprise at a time before proceeding to the next enterprise.

822: PIDs of business owners
Enter the household ID of the person who owns the business. If the business is owned jointly by more than one person in the household, enter the IDs of up to 4 owners. If the business is owned jointly with a person(s) outside the household, enter a code for this person from the network roster. Up to two persons outside of the household can be entered as owners.

823: Provision of goods and services
Enter the ID code of the person who has the main responsibility for providing the services and/or producing the goods of the business. If more than one person has the main responsibility, up to 4 household IDs can be entered and up to 2 IDs from the network roster.

824: Managing day-to-day operations
Enter the ID code of the person who has the main responsibility for managing the day-to-day operations of the business. If more than one person has the main responsibility, up to 4 household IDs can be entered and up to 2 IDs from the network roster.

825: Financial control
Enter the ID code of the person who has the main financial control of the business, including the ability to sign loans, leases, and contracts on behalf of the business. If more than one person has the main responsibility, up to 4 household IDs can be entered and up to 2 IDs from the network roster.

826: VAT registration status
This question seeks to establish the VAT registration status of the business. If a business is registered for VAT, it must keep detailed records of the VAT it pays on purchases as well as the VAT it collects on sales and submit these records to the tax authority on a regular basis. If a self-employed person is doing this at his/her business, he/she will be aware of it. Being registered for VAT is not the same thing as having to pay VAT when you buy something.
827: Right to sell business
Refer to Module 8 Question 811 instructions.

828: Right to use business as collateral
Refer to Module 8 Question 812 instructions.

829: Ownership of Other Real Estate
This is the screening question to determine whether any member of the household owns any other real estate, either exclusively or jointly with someone else. **Other real estate includes dwellings other than the principal dwelling (such as a house in another village), buildings (completed or uncompleted), flats, and non-agricultural plots, either rural or urban.** Also included is any land or stores belonging to a household enterprise. We will be asking additional questions about what it means to own the real estate, so at this point we want the respondent’s sense of whether or not someone in the household is the owner. They may or may not have an ownership document. If no household member owns any other real estate, skip to 836.

831: Listing of Real estate
For each piece of real estate owned by someone in the household, list the type of real estate by entering the appropriate code. List all other real estate owned by members of the household before proceeding to the remaining questions in the module, all of which should be asked one piece of real estate at a time before proceeding to the next piece of real estate.

833: Ownership document
Refer to Glossary of terms for definition of ownership document.

834: IDs of real estate owners with right to sell real estate
Refer to Module 8 Question 811 instructions.

835: Right to use real estate as collateral
Refer to Module 8 Question 812 instructions.

836 to 838: Access and Utilization of Credit Facilities
The purpose of these questions is to establish whether the respondent has a bank account or microfinance account in his/her own name; as well as whether he/she belongs to any informal program.

**SECTION 9: RESTRICTED CIVIL LIBERTIES**

**Purpose:** This section gathers information

To understand the gender based political and participation rights in the communities.

**900:** The question here aims to understand the respondent’s opinion regarding gender roles.

a) This statement says that women can be president as men.

b) This statement says that women and men should have the same opportunities regarding political responsibilities.

c) This statement says that men are better political leaders than women.

d) This statement says that a wife should have the same political opinion than his husband and vote for the same party even if she disagrees.

e) This statement says that a married man must ask his wife permission before to undertake a journey. This does not mean that this man should inform his wife, but that if he would like to undertake a journey and she disagrees he must stay at home and cancel this journey.

f) Same for wife.

**901:** This question aims to understand in practice who has the decision-making power regarding where the couple lives.

**902:** This question aims to understand how people resolve conflict. This defines how justice is undertaken in the respondent’s community.
903: This question aims to understand if men and women have the same access to this justice process.

SECTION 10: RESTRICTED PHYSICAL INTEGRITY

Purpose: This section gathers information
To understand the causes of domestic violence, the main victims and community perceptions with regard to gender based violence
To understand the situation with regard to family planning in the communities and the decisions made at household level

1001: The question here aims to understand the respondent’s opinion regarding gender roles.
   a) The statement says that woman may refuse sex with her husband freely if she wants.
   b) This statement says that men should wait to be married to have sexual intercourse with a women.
      It implies that only married men could have intercourse and only with his wife.
   c) Same for women
   d) This statement says that an unmarried woman could have child.
   e) Same for unmarried man.
   f) This statement says that woman should have child to feel complete. It implies that women without children could not feel complete.
   g) This statement says that usually women are more likely than men to use contraceptives.
   h) This statement says that women can decide without the consent of her husband to use contraception.
   i) This statement says that men and women have the same right to have sexual partner outside the marriage. It implies that women having or men having mistress
### ANNEX 1: AGE/BIRTH-DATE CONSISTENCY CHART

<table>
<thead>
<tr>
<th>Current age</th>
<th>Has not had birthday in 2014</th>
<th>Has already had birthday in 2014</th>
<th>Current age</th>
<th>Has not had birthday in 2014</th>
<th>Has already had birthday in 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2014</td>
<td></td>
<td>14</td>
<td>1999</td>
<td>1998</td>
</tr>
<tr>
<td>1</td>
<td>2013</td>
<td>2014</td>
<td>15</td>
<td>1998</td>
<td>1999</td>
</tr>
<tr>
<td>6</td>
<td>2008</td>
<td>2009</td>
<td>20</td>
<td>1993</td>
<td>1994</td>
</tr>
<tr>
<td>13</td>
<td>2001</td>
<td>2002</td>
<td>27</td>
<td>1986</td>
<td>1987</td>
</tr>
</tbody>
</table>
### ANNEX 2: DISTRICT CODES

<table>
<thead>
<tr>
<th>Central Region</th>
<th>Eastern Region</th>
<th>Northern Region</th>
<th>Western Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>District</td>
<td>Code</td>
<td>District</td>
</tr>
<tr>
<td>101</td>
<td>KALANGALA</td>
<td>201</td>
<td>BUGIRI</td>
</tr>
<tr>
<td>102</td>
<td>KAMPALA</td>
<td>202</td>
<td>BUSIA</td>
</tr>
<tr>
<td>103</td>
<td>KIBOGA</td>
<td>203</td>
<td>IGANGA</td>
</tr>
<tr>
<td>104</td>
<td>LUWERO</td>
<td>204</td>
<td>JINJA</td>
</tr>
<tr>
<td>105</td>
<td>MASAKA</td>
<td>205</td>
<td>KAMULI</td>
</tr>
<tr>
<td>106</td>
<td>MPIGI</td>
<td>206</td>
<td>KAPCHORWA</td>
</tr>
<tr>
<td>107</td>
<td>MUBENDE</td>
<td>207</td>
<td>KATAKWI</td>
</tr>
<tr>
<td>108</td>
<td>MUKONO</td>
<td>208</td>
<td>KUMI</td>
</tr>
<tr>
<td>109</td>
<td>NAKASONGOLA</td>
<td>209</td>
<td>MBALE</td>
</tr>
<tr>
<td>110</td>
<td>RAKAI</td>
<td>210</td>
<td>PALLISA</td>
</tr>
<tr>
<td>111</td>
<td>SEMBABULE</td>
<td>211</td>
<td>SOROTI</td>
</tr>
<tr>
<td>112</td>
<td>KAYUNGA</td>
<td>212</td>
<td>TORORO</td>
</tr>
<tr>
<td>113</td>
<td>WAKISO</td>
<td>213</td>
<td>KABERAMAIDO</td>
</tr>
<tr>
<td>114</td>
<td>LYANTONDE</td>
<td>214</td>
<td>MAYUGE</td>
</tr>
<tr>
<td>115</td>
<td>MITYANA</td>
<td>215</td>
<td>SIRONKO</td>
</tr>
<tr>
<td>116</td>
<td>NAKASEKE</td>
<td>216</td>
<td>AMURIA</td>
</tr>
<tr>
<td>117</td>
<td>BUKIWE</td>
<td>217</td>
<td>BUDAKA</td>
</tr>
<tr>
<td>118</td>
<td>BUKOMASIMBI</td>
<td>218</td>
<td>BUDUDA</td>
</tr>
<tr>
<td>119</td>
<td>BUTAMBALA</td>
<td>219</td>
<td>BUKEDEA</td>
</tr>
<tr>
<td>120</td>
<td>BUVUMA</td>
<td>220</td>
<td>BUKWO</td>
</tr>
<tr>
<td>121</td>
<td>GOMBA</td>
<td>221</td>
<td>BUTALEJA</td>
</tr>
<tr>
<td>122</td>
<td>KALUNGU</td>
<td>222</td>
<td>KALIRO</td>
</tr>
<tr>
<td>123</td>
<td>KYANKWANZI</td>
<td>223</td>
<td>MANAFWA</td>
</tr>
<tr>
<td>224</td>
<td>NAMUTUMBA</td>
<td>324</td>
<td>AMUDAT</td>
</tr>
<tr>
<td>225</td>
<td>BULAMBULI</td>
<td>325</td>
<td>KOLE</td>
</tr>
<tr>
<td>226</td>
<td>BUYENDE</td>
<td>326</td>
<td>LAMWO</td>
</tr>
<tr>
<td>227</td>
<td>KIBUKU</td>
<td>327</td>
<td>NAPAK</td>
</tr>
<tr>
<td>228</td>
<td>KWEEN</td>
<td>328</td>
<td>NWOYA</td>
</tr>
<tr>
<td>229</td>
<td>LUUKA</td>
<td>329</td>
<td>OTUKE</td>
</tr>
<tr>
<td>230</td>
<td>NAMAYINGO</td>
<td>330</td>
<td>ZOMBO</td>
</tr>
<tr>
<td>231</td>
<td>NGORA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>232</td>
<td>SERERE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OUTSIDE UGANDA | 501
### ANNEX 3: CODES FOR HIGHEST EDUCATION LEVEL ATTAINED

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal schooling</td>
<td>00</td>
</tr>
<tr>
<td>Some schooling but not Completed P.1</td>
<td>10</td>
</tr>
<tr>
<td>Completed P.1</td>
<td>11</td>
</tr>
<tr>
<td>Completed P.2</td>
<td>12</td>
</tr>
<tr>
<td>Completed P.3</td>
<td>13</td>
</tr>
<tr>
<td>Completed P.4</td>
<td>14</td>
</tr>
<tr>
<td>Completed P.5</td>
<td>15</td>
</tr>
<tr>
<td>Completed P.6</td>
<td>16</td>
</tr>
<tr>
<td>Completed P.7</td>
<td>17</td>
</tr>
<tr>
<td>Completed J.1</td>
<td>21</td>
</tr>
<tr>
<td>Completed J.2</td>
<td>22</td>
</tr>
<tr>
<td>Completed J.3</td>
<td>23</td>
</tr>
<tr>
<td>Completed S.1</td>
<td>31</td>
</tr>
<tr>
<td>Completed S.2</td>
<td>32</td>
</tr>
<tr>
<td>Completed S.3</td>
<td>33</td>
</tr>
<tr>
<td>Completed S.4</td>
<td>34</td>
</tr>
<tr>
<td>Completed S.5</td>
<td>35</td>
</tr>
<tr>
<td>Completed S.6</td>
<td>36</td>
</tr>
<tr>
<td>Completed Post primary Specialized training or Certificate</td>
<td>41</td>
</tr>
<tr>
<td>Completed Post secondary Specialized training or diploma</td>
<td>51</td>
</tr>
<tr>
<td>Completed Degree and above</td>
<td>61</td>
</tr>
<tr>
<td>Don't Know</td>
<td>99</td>
</tr>
</tbody>
</table>
## ANNEX 4: CODES FOR ETHNICITY AND RELIGION

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>RELIGION</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 = Acholi</td>
<td>34 = Batuku</td>
</tr>
<tr>
<td>02 = Aliba</td>
<td>35 = Batwa</td>
</tr>
<tr>
<td>03 = Alur</td>
<td>36 = Chope</td>
</tr>
<tr>
<td>04 = Aringa</td>
<td>37 = Dodoth</td>
</tr>
<tr>
<td>05 = Baamba</td>
<td>38 = Ethur</td>
</tr>
<tr>
<td>06 = Babukusu</td>
<td>39 = Gimara</td>
</tr>
<tr>
<td>07 = Babwisi</td>
<td>40 = Ik (Teuso)</td>
</tr>
<tr>
<td>08 = Bafumbira</td>
<td>41 = Iteso</td>
</tr>
<tr>
<td>09 = Baganda</td>
<td>42 = Jie</td>
</tr>
<tr>
<td>10 = Bagisu</td>
<td>43 = Jonam</td>
</tr>
<tr>
<td>11 = Bagungu</td>
<td>44 = Jopadhola</td>
</tr>
<tr>
<td>12 = Bagwe</td>
<td>45 = Kakwa</td>
</tr>
<tr>
<td>13 = Bagwere</td>
<td>46 = Karimajong</td>
</tr>
<tr>
<td>14 = Bahehe</td>
<td>47 = Kebu (Okebu)</td>
</tr>
<tr>
<td>15 = Bahororo</td>
<td>48 = Kuku</td>
</tr>
<tr>
<td>16 = Bakenyi</td>
<td>49 = Kumam</td>
</tr>
<tr>
<td>17 = Bakiga</td>
<td>50 = Langi</td>
</tr>
<tr>
<td>18 = Bakonzo</td>
<td>51 = Lendu</td>
</tr>
<tr>
<td>19 = Banyabindi</td>
<td>52 = Lugbara</td>
</tr>
<tr>
<td>20 = Banyabutumbi</td>
<td>53 = Madi</td>
</tr>
<tr>
<td>21 = Banyakore</td>
<td>54 = Mening</td>
</tr>
<tr>
<td>22 = Banyara</td>
<td>55 = Mvuba</td>
</tr>
<tr>
<td>23 = Banyaruguru</td>
<td>56 = Napore</td>
</tr>
<tr>
<td>24 = Banyarwanda</td>
<td>57 = Ngikutio</td>
</tr>
<tr>
<td>25 = Banyole</td>
<td>58 = Nubi</td>
</tr>
<tr>
<td>26 = Banyoro</td>
<td>59 = Nyangia</td>
</tr>
<tr>
<td>27 = Baruli</td>
<td>60 = Pokot</td>
</tr>
<tr>
<td>28 = Barundi</td>
<td>61 = Reli</td>
</tr>
<tr>
<td>29 = Basamia</td>
<td>62 = Sabiny</td>
</tr>
<tr>
<td>30 = Basoga</td>
<td>63 = Shana</td>
</tr>
<tr>
<td>31 = Basongora</td>
<td>64 = So (Tepeth)</td>
</tr>
<tr>
<td>32 = Batagwenda</td>
<td>65 = Vonoma</td>
</tr>
<tr>
<td>33 = Batoro</td>
<td>69 = Other Ugandans</td>
</tr>
<tr>
<td>89 = Non Ugandans</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 5: INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO)

1 Managers
   11 Chief executives, senior officials and legislators
      111 Legislators and senior officials
         1111 Legislators
         1112 Senior government officials
         1113 Traditional chiefs and heads of village
         1114 Senior officials of special-interest organizations
      112 Managing directors and chief executives
      1120 Managing directors and chief executives

12 Administrative and commercial managers
   121 Business services and administration managers
      1211 Finance managers
      1212 Human resource managers
      1213 Policy and planning managers
      1219 Business services and administration managers not elsewhere classified
   122 Sales, marketing and development managers
      1221 Sales and marketing managers
      1222 Advertising and public relations managers
      1223 Research and development managers

13 Production and specialized services managers
   131 Production managers in agriculture, forestry and fisheries
      1311 Agricultural and forestry production managers
      1312 Aquaculture and fisheries production managers
   132 Manufacturing, mining, construction, and distribution managers
      1321 Manufacturing managers
      1322 Mining managers
      1323 Construction managers
      1324 Supply, distribution and related managers
   133 Information and communications technology service managers
      1330 Information and communications technology service managers
   134 Professional services managers
      1341 Child care services managers
      1342 Health services managers
      1343 Aged care services managers
      1344 Social welfare managers
      1345 Education managers
      1346 Financial and insurance services branch managers
      1349 Professional services managers not elsewhere classified

14 Hospitality, retail and other services managers
   141 Hotel and restaurant managers
      1411 Hotel managers
      1412 Restaurant managers
   142 Retail and wholesale trade managers
      1420 Retail and wholesale trade managers
   143 Other services managers
      1431 Sports, recreation and cultural centre managers
      1439 Services managers not elsewhere classified

2 Professionals
   21 Science and engineering professionals
      211 Physical and earth science professionals
         2111 Physicists and astronomers
37

2112 Meteorologists
2113 Chemists
2114 Geologists and geophysicists

212 Mathematicians, actuaries and statisticians
2120 Mathematicians, actuaries and statisticians

213 Life science professionals
2131 Biologists, botanists, zoologists and related professionals
2132 Farming, forestry and fisheries advisers
2133 Environmental protection professionals

214 Engineering professionals (excluding electrotechnology)
2141 Industrial and production engineers
2142 Civil engineers
2143 Environmental engineers
2144 Mechanical engineers
2145 Chemical engineers
2146 Mining engineers, metallurgists and related professionals
2149 Engineering professionals not elsewhere classified

215 Electrotechnology engineers
2151 Electrical engineers
2152 Electronics engineers
2153 Telecommunications engineers

216 Architects, planners, surveyors and designers
2161 Building architects
2162 Landscape architects
2163 Product and garment designers
2164 Town and traffic planners
2165 Cartographers and surveyors
2166 Graphic and multimedia designers

22 Health professionals
221 Medical doctors
2211 Generalist medical practitioners
2212 Specialist medical practitioners

222 Nursing and midwifery professionals
2221 Nursing professionals
2222 Midwifery professionals

223 Traditional and complementary medicine professionals
2230 Traditional and complementary medicine professionals

224 Paramedical practitioners
2240 Paramedical practitioners

225 Veterinarians
2250 Veterinarians

226 Other health professionals
2261 Dentists
2262 Pharmacists
2263 Environmental and occupational health and hygiene professionals
2264 Physiotherapists
2265 Dieticians and nutritionists
2266 Audiologists and speech therapists
2267 Optometrists and ophthalmic opticians
2269 Health professionals not elsewhere classified

23 Teaching professionals
231 University and higher education teachers
2310 University and higher education teachers

232 Vocational education teachers
2320 Vocational education teachers

233 Secondary education teachers
2330 Secondary education teachers
234  Primary school and early childhood teachers
  2341 Primary school teachers
  2342 Early childhood educators
235  Other teaching professionals
  2351 Education methods specialists
  2352 Special needs teachers
  2353 Other language teachers
  2354 Other music teachers
  2355 Other arts teachers
  2356 Information technology trainers
  2359 Teaching professionals not elsewhere classified

24  Business and administration professionals
241  Finance professionals
  2411 Accountants
  2412 Financial and investment advisers
  2413 Financial analysts
242  Administration professionals
  2421 Management and organization analysts
  2422 Policy administration professionals
  2423 Personnel and careers professionals
  2424 Training and staff development professionals
243  Sales, marketing and public relations professionals
  2431 Advertising and marketing professionals
  2432 Public relations professionals
  2433 Technical and medical sales professionals (excluding ICT)
  2434 Information and communications technology sales professionals

25  Information and communications technology professionals
251  Software and applications developers and analysts
  2511 Systems analysts
  2512 Software developers
  2513 Web and multimedia developers
  2514 Applications programmers
  2519 Software and applications developers and analysts not elsewhere classified
252  Database and network professionals
  2521 Database designers and administrators
  2522 Systems administrators
  2523 Computer network professionals
  2529 Database and network professionals not elsewhere classified

26  Legal, social and cultural professionals
261  Legal professionals
  2611 Lawyers
  2612 Judges
  2619 Legal professionals not elsewhere classified
262  Librarians, archivists and curators
  2621 Archivists and curators
  2622 Librarians and related information professionals
263  Social and religious professionals
  2631 Economists
  2632 Sociologists, anthropologists and related professionals
  2633 Philosophers, historians and political scientists
  2634 Psychologists
  2635 Social work and counselling professionals
  2636 Religious professionals
264  Authors, journalists and linguists
2641 Authors and related writers
2642 Journalists
2643 Translators, interpreters and other linguists
265 Creative and performing artists
2651 Visual artists
2652 Musicians, singers and composers
2653 Dancers and choreographers
2654 Film, stage and related directors and producers
2655 Actors
2656 Announcers on radio, television and other media
2659 Creative and performing artists not elsewhere classified

3 Technicians and associate professionals

31 Science and engineering associate professionals
311 Physical and engineering science technicians
3111 Chemical and physical science technicians
3112 Civil engineering technicians
3113 Electrical engineering technicians
3114 Electronics engineering technicians
3115 Mechanical engineering technicians
3116 Chemical engineering technicians
3117 Mining and metallurgical technicians
3118 Draughtspersons
3119 Physical and engineering science technicians not elsewhere classified
312 Mining, manufacturing and construction supervisors
3121 Mining supervisors
3122 Manufacturing supervisors
3123 Construction supervisors
313 Process control technicians
3131 Power production plant operators
3132 Incinerator and water treatment plant operators
3133 Chemical processing plant controllers
3134 Petroleum and natural gas refining plant operators
3135 Metal production process controllers
3139 Process control technicians not elsewhere classified
314 Life science technicians and related associate professionals
3141 Life science technicians (excluding medical)
3142 Agricultural technicians
3143 Forestry technicians
315 Ship and aircraft controllers and technicians
3151 Ships’ engineers
3152 Ships’ deck officers and pilots
3153 Aircraft pilots and related associate professionals
3154 Air traffic controllers
3155 Air traffic safety electronics technicians

32 Health associate professionals
321 Medical and pharmaceutical technicians
3211 Medical imaging and therapeutic equipment technicians
3212 Medical and pathology laboratory technicians
3213 Pharmaceutical technicians and assistants
3214 Medical and dental prosthetic technicians
322 Nursing and midwifery associate professionals
3221 Nursing associate professionals
3222 Midwifery associate professionals
323 Traditional and complementary medicine associate professionals
3230 Traditional and complementary medicine associate professionals
324 Veterinary technicians and assistants
3240 Veterinary technicians and assistants
325 Other health associate professionals
3251 Dental assistants and therapists
3252 Medical records and health information technicians
3253 Community health workers
3254 Dispensing opticians
3255 Physiotherapy technicians and assistants
3256 Medical assistants
3257 Environmental and occupational health inspectors and associates
3258 Ambulance workers
3259 Health associate professionals not elsewhere classified

33 Business and administration associate professionals
331 Financial and mathematical associate professionals
3311 Securities and finance dealers and brokers
3312 Credit and loans officers
3313 Accounting associate professionals
3314 Statistical, mathematical and related associate professionals
3315 Valuers and loss assessors
332 Sales and purchasing agents and brokers
3321 Insurance representatives
3322 Commercial sales representatives
3323 Buyers
3324 Trade brokers
333 Business services agents
3331 Clearing and forwarding agents
3332 Conference and event planners
3333 Employment agents and contractors
3334 Real estate agents and property managers
3339 Business services agents not elsewhere classified
334 Administrative and specialized secretaries
3341 Office supervisors
3342 Legal secretaries
3343 Administrative and executive secretaries
3344 Medical secretaries
335 Regulatory government associate professionals
3351 Customs and border inspectors
3352 Government tax and excise officials
3353 Government social benefits officials
3354 Government licensing officials
3355 Police inspectors and detectives
3359 Regulatory government associate professionals not elsewhere classified

34 Legal, social, cultural and related associate professionals
341 Legal, social and religious associate professionals
3411 Legal and related associate professionals
3412 Social work associate professionals
3413 Religious associate professionals

342 Sports and fitness workers
3421 Athletes and sports players
3422 Sports coaches, instructors and officials
3423 Fitness and recreation instructors and program leaders

343 Artistic, cultural and culinary associate professionals
3431 Photographers
3432 Interior designers and decorators
3433 Gallery, museum and library technicians
3434 Chefs
3435 Other artistic and cultural associate professionals

35 Information and communications technicians
351 Information and communications technology operations and user support technicians
3511 Information and communications technology operations technicians
3512 Information and communications technology user support technicians
3513 Computer network and systems technicians
3514 Web technicians

352 Telecommunications and broadcasting technicians
3521 Broadcasting and audio-visual technicians
3522 Telecommunications engineering technicians

4 Clerical support workers
41 General and keyboard clerks
411 General office clerks
4110 General office clerks
412 Secretaries (general)
4120 Secretaries (general)
413 Keyboard operators
4131 Typists and word processing operators
4132 Data entry clerks

42 Customer services clerks
421 Tellers, money collectors and related clerks
4211 Bank tellers and related clerks
4212 Bookmakers, croupiers and related gaming workers
4213 Pawnbrokers and money-lenders
4214 Debt-collectors and related workers

422 Client information workers
4221 Travel consultants and clerks
4222 Contact centre information clerks
4223 Telephone switchboard operators
4224 Hotel receptionists
4225 Enquiry clerks
4226 Receptionists (general)
4227 Survey and market research interviewers
4229 Client information workers not elsewhere classified

43 Numerical and material recording clerks
431 Numerical clerks
4311 Accounting and bookkeeping clerks
4312 Statistical, finance and insurance clerks
4313 Payroll clerks

432 Material-recording and transport clerks
4321 Stock clerks
4322 Production clerks
4323 Transport clerks

44 Other clerical support workers
441 Other clerical support workers
4411 Library clerks
4412 Mail carriers and sorting clerks
4413 Coding, proof-reading and related clerks
4414 Scribes and related workers
4415 Filing and copying clerks
4416 Personnel clerks
5 Service and sales workers

51 Personal service workers

511 Travel attendants, conductors and guides
  5111 Travel attendants and travel stewards
  5112 Transport conductors
  5113 Travel guides

512 Cooks
  5120 Cooks

513 Waiters and bartenders
  5131 Waiters
  5132 Bartenders

514 Hairdressers, beauticians and related workers
  5141 Hairdressers
  5142 Beauticians and related workers

515 Building and housekeeping supervisors
  5151 Cleaning and housekeeping supervisors in offices, hotels and other establishments
  5152 Domestic housekeepers
  5153 Building caretakers

516 Other personal services workers
  5161 Astrologers, fortune-tellers and related workers
  5162 Companions and valets
  5163 Undertakers and embalmers
  5164 Pet groomers and animal care workers
  5165 Driving instructors
  5169 Personal services workers not elsewhere classified

52 Sales workers

521 Street and market salespersons
  5211 Stall and market salespersons
  5212 Street food salespersons

522 Shop salespersons
  5221 Shop keepers
  5222 Shop supervisors
  5223 Shop sales assistants

523 Cashiers and ticket clerks
  5230 Cashiers and ticket clerks

524 Other sales workers
  5241 Fashion and other models
  5242 Sales demonstrators
  5243 Door to door salespersons
  5244 Contact centre salespersons
  5245 Service station attendants
  5246 Food service counter attendants
  5249 Sales workers not elsewhere classified

53 Personal care workers

531 Child care workers and teachers' aides
  5311 Child care workers
  5312 Teachers' aides

532 Personal care workers in health services
  5321 Health care assistants
  5322 Home-based personal care workers
  5329 Personal care workers in health services not elsewhere classified

54 Protective services workers

541 Protective services workers
6 Skilled agricultural, forestry and fishery workers
   61 Market-oriented skilled agricultural workers
      611 Market gardeners and crop growers
         6111 Field crop and vegetable growers
         6112 Tree and shrub crop growers
         6113 Gardeners, horticultural and nursery growers
         6114 Mixed crop growers
      612 Animal producers
         6121 Livestock and dairy producers
         6122 Poultry producers
         6123 Apiculturists and sericulturists
         6129 Animal producers not elsewhere classified
      613 Mixed crop and animal producers
         6130 Mixed crop and animal producers
   62 Market-oriented skilled forestry, fishery and hunting workers
      621 Forestry and related workers
         6210 Forestry and related workers
      622 Fishery workers, hunters and trappers
         6221 Aquaculture workers
         6222 Inland and coastal waters fishery workers
         6223 Deep-sea fishery workers
         6224 Hunters and trappers
   63 Subsistence farmers, fishers, hunters and gatherers
      631 Subsistence crop farmers
         6310 Subsistence crop farmers
      632 Subsistence livestock farmers
         6320 Subsistence livestock farmers
      633 Subsistence mixed crop and livestock farmers
         6330 Subsistence mixed crop and livestock farmers
      634 Subsistence fishers, hunters, trappers and gatherers
         6340 Subsistence fishers, hunters, trappers and gatherers

7 Craft and related trades workers
   71 Building and related trades workers, excluding electricians
      711 Building frame and related trades workers
         7111 House builders
         7112 Bricklayers and related workers
         7113 Stonemasons, stone cutters, splitters and carvers
         7114 Concrete placers, concrete finishers and related workers
         7115 Carpenters and joiners
         7119 Building frame and related trades workers not elsewhere classified
      712 Building finishers and related trades workers
         7121 Roofers
         7122 Floor layers and tile setters
         7123 Plasterers
         7124 Insulation workers
         7125 Glaziers
         7126 Plumbers and pipe fitters
         7127 Air conditioning and refrigeration mechanics
      713 Painters, building structure cleaners and related trades workers
         7131 Painters and related workers
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7132</td>
<td>Spray painters and varnishers</td>
</tr>
<tr>
<td>7133</td>
<td>Building structure cleaners</td>
</tr>
<tr>
<td>72</td>
<td>Metal, machinery and related trades workers</td>
</tr>
<tr>
<td>721</td>
<td>Sheet and structural metal workers, moulders and welders, and related workers</td>
</tr>
<tr>
<td>7211</td>
<td>Metal moulders and coremakers</td>
</tr>
<tr>
<td>7212</td>
<td>Welders and flamecutters</td>
</tr>
<tr>
<td>7213</td>
<td>Sheet-metal workers</td>
</tr>
<tr>
<td>7214</td>
<td>Structural-metal preparers and erectors</td>
</tr>
<tr>
<td>7215</td>
<td>Riggers and cable splicers</td>
</tr>
<tr>
<td>722</td>
<td>Blacksmiths, toolmakers and related trades workers</td>
</tr>
<tr>
<td>7221</td>
<td>Blacksmiths, hammersmiths and forging press workers</td>
</tr>
<tr>
<td>7222</td>
<td>Toolmakers and related workers</td>
</tr>
<tr>
<td>7223</td>
<td>Metal working machine tool setters and operators</td>
</tr>
<tr>
<td>7224</td>
<td>Metal polishers, wheel grinders and tool sharpeners</td>
</tr>
<tr>
<td>723</td>
<td>Machinery mechanics and repairers</td>
</tr>
<tr>
<td>7231</td>
<td>Motor vehicle mechanics and repairers</td>
</tr>
<tr>
<td>7232</td>
<td>Aircraft engine mechanics and repairers</td>
</tr>
<tr>
<td>7233</td>
<td>Agricultural and industrial machinery mechanics and repairers</td>
</tr>
<tr>
<td>7234</td>
<td>Bicycle and related repairers</td>
</tr>
<tr>
<td>73</td>
<td>Handicraft and printing workers</td>
</tr>
<tr>
<td>731</td>
<td>Handicraft workers</td>
</tr>
<tr>
<td>7311</td>
<td>Precision-instrument makers and repairers</td>
</tr>
<tr>
<td>7312</td>
<td>Musical instrument makers and tuners</td>
</tr>
<tr>
<td>7313</td>
<td>Jewellery and precious-metal workers</td>
</tr>
<tr>
<td>7314</td>
<td>Potters and related workers</td>
</tr>
<tr>
<td>7315</td>
<td>Glass makers, cutters, grinders and finishers</td>
</tr>
<tr>
<td>7316</td>
<td>Sign writers, decorative painters, engravers and etchers</td>
</tr>
<tr>
<td>7317</td>
<td>Handicraft workers in wood, basketry and related materials</td>
</tr>
<tr>
<td>7318</td>
<td>Handicraft workers in textile, leather and related materials</td>
</tr>
<tr>
<td>7319</td>
<td>Handicraft workers not elsewhere classified</td>
</tr>
<tr>
<td>732</td>
<td>Printing trades workers</td>
</tr>
<tr>
<td>7321</td>
<td>Pre-press technicians</td>
</tr>
<tr>
<td>7322</td>
<td>Printers</td>
</tr>
<tr>
<td>7323</td>
<td>Print finishing and binding workers</td>
</tr>
<tr>
<td>74</td>
<td>Electrical and electronic trades workers</td>
</tr>
<tr>
<td>741</td>
<td>Electrical equipment installers and repairers</td>
</tr>
<tr>
<td>7411</td>
<td>Building and related electricians</td>
</tr>
<tr>
<td>7412</td>
<td>Electrical mechanics and fitters</td>
</tr>
<tr>
<td>7413</td>
<td>Electrical line installers and repairers</td>
</tr>
<tr>
<td>742</td>
<td>Electronics and telecommunications installers and repairers</td>
</tr>
<tr>
<td>7421</td>
<td>Electronics mechanics and servicers</td>
</tr>
<tr>
<td>7422</td>
<td>Information and communications technology installers and servicers</td>
</tr>
<tr>
<td>75</td>
<td>Food processing, wood working, garment and other craft and related trades workers</td>
</tr>
<tr>
<td>751</td>
<td>Food processing and related trades workers</td>
</tr>
<tr>
<td>7511</td>
<td>Butchers, fishmongers and related food preparers</td>
</tr>
<tr>
<td>7512</td>
<td>Bakers, pastry-cooks and confectionery makers</td>
</tr>
<tr>
<td>7513</td>
<td>Dairy-products makers</td>
</tr>
<tr>
<td>7514</td>
<td>Fruit, vegetable and related preservers</td>
</tr>
<tr>
<td>7515</td>
<td>Food and beverage tasters and graders</td>
</tr>
<tr>
<td>7516</td>
<td>Tobacco preparers and tobacco products makers</td>
</tr>
<tr>
<td>752</td>
<td>Wood treaters, cabinet-makers and related trades workers</td>
</tr>
<tr>
<td>7521</td>
<td>Wood treaters</td>
</tr>
<tr>
<td>7522</td>
<td>Cabinet-makers and related workers</td>
</tr>
<tr>
<td>7523</td>
<td>Woodworking-machine tool setters and operators</td>
</tr>
</tbody>
</table>
Garment and related trades workers
- Tailors, dressmakers, furriers and hatters
- Garment and related pattern-makers and cutters
- Sewing, embroidery and related workers
- Upholsterers and related workers
- Pelt dressers, tanners and fellmongers
- Shoemakers and related workers

Other craft and related workers
- Underwater divers
- Shotfirers and blasters
- Product graders and testers (excluding foods and beverages)
- Fumigators and other pest and weed controllers
- Craft and related workers not elsewhere classified

Plant and machine operators and assemblers

Stationary plant and machine operators
- Mining and mineral processing plant operators
  - Miners and quarriers
  - Mineral and stone processing plant operators
  - Well drillers and borers and related workers
  - Cement, stone and other mineral products machine operators
- Metal processing and finishing plant operators
  - Metal processing plant operators
  - Metal finishing, plating and coating machine operators
- Chemical and photographic products plant and machine operators
  - Chemical products plant and machine operators
  - Photographic products machine operators
- Rubber, plastic and paper products machine operators
  - Rubber products machine operators
  - Plastic products machine operators
  - Paper products machine operators
- Textile, fur and leather products machine operators
  - Fibre preparing, spinning and winding machine operators
  - Weaving and knitting machine operators
  - Sewing machine operators
  - Bleaching, dyeing and fabric cleaning machine operators
  - Fur and leather preparing machine operators
  - Shoemaking and related machine operators
  - Laundry machine operators
  - Textile, fur and leather products machine operators not elsewhere classified
- Food and related products machine operators
  - Food and related products machine operators
- Wood processing and papermaking plant operators
  - Pulp and papermaking plant operators
  - Wood processing plant operators
- Other stationary plant and machine operators
  - Glass and ceramics plant operators
  - Steam engine and boiler operators
  - Packing, bottling and labelling machine operators
  - Stationary plant and machine operators not elsewhere classified

Assemblers

- Mechanical machinery assemblers
- Electrical and electronic equipment assemblers
- Assemblers not elsewhere classified
Drivers and mobile plant operators
83
831 Locomotive engine drivers and related workers
8311 Locomotive engine drivers
8312 Railway brake, signal and switch operators
832 Car, van and motorcycle drivers
8321 Motorcycle drivers
8322 Car, taxi and van drivers
833 Heavy truck and bus drivers
8331 Bus and tram drivers
8332 Heavy truck and lorry drivers
834 Mobile plant operators
8341 Mobile farm and forestry plant operators
8342 Earthmoving and related plant operators
8343 Crane, hoist and related plant operators
8344 Lifting truck operators
835 Ships’ deck crews and related workers
8350 Ships’ deck crews and related workers

Elementary occupations

Cleaners and helpers
91
911 Domestic, hotel and office cleaners and helpers
9111 Domestic cleaners and helpers
9112 Cleaners and helpers in offices, hotels and other establishments
912 Vehicle, window, laundry and other hand cleaning workers
9121 Hand launderers and pressers
9122 Vehicle cleaners
9123 Window cleaners
9129 Other cleaning workers

Agricultural, forestry and fishery labourers
92
921 Agricultural, forestry and fishery labourers
9211 Crop farm labourers
9212 Livestock farm labourers
9213 Mixed crop and livestock farm labourers
9214 Garden and horticultural labourers
9215 Forestry labourers
9216 Fishery and aquaculture labourers

Labourers in mining, construction, manufacturing and transport
93
931 Mining and construction labourers
9311 Mining and quarrying labourers
9312 Civil engineering labourers
9313 Building construction labourers
932 Manufacturing labourers
9321 Hand packers
9329 Manufacturing labourers not elsewhere classified
933 Transport and storage labourers
9331 Hand and pedal vehicle drivers
9332 Drivers of animal-drawn vehicles and machinery
9333 Freight handlers
9334 Shelf fillers

Food preparation assistants
94
941 Food preparation assistants
9411 Fast food preparers
9412 Kitchen helpers

Street and related sales and service workers
95
951 Street and related service workers
9510 Street and related service workers
952  Street vendors (excluding food)
    9520  Street vendors (excluding food)

96  Refuse workers and other elementary workers
  961  Refuse workers
    9611  Garbage and recycling collectors
    9612  Refuse sorters
    9613  Sweepers and related labourers

  962  Other elementary workers
    9621  Messengers, package deliverers and luggage porters
    9622  Odd job persons
    9623  Meter readers and vending-machine collectors
    9624  Water and firewood collectors
    9629  Elementary workers not elsewhere classified

0  Armed forces occupations
  01  Commissioned armed forces officers
    011  Commissioned armed forces officers
      0110  Commissioned armed forces officers

  02  Non-commissioned armed forces officers
    021  Non-commissioned armed forces officers
      0210  Non-commissioned armed forces officers

  03  Armed forces occupations, other ranks
    031  Armed forces occupations, other ranks
      0310  Armed forces occupations, other ranks