



UGANDA BUREAU OF STATISTICS



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

Manual of Instructions

**UGANDA BUREAU OF STATISTICS
PLOT 9, COLVILLE STREET
P.O BOX 7186
KAMPALA
UGANDA**

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, Bukedea, 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
- 10 Southwest: Bushenyi, Kabale, Kanungu, Kisoro, Mbarara, Ibanda, Isingiro, Kiruhura, Ntungamo, and Rukungiri.

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.

TIPS FOR CONDUCTING 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.

Widow/er 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

- (iv) 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	1
Usual members not present on the date of interview	2
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	3
Same as above but not present on the date of interview	4
Non-members or guests staying temporarily on the date of interview	5
Those who were usual members and have stayed abroad for six months or more	6
Those who have left the household permanently or died in the last 12 months	7

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 consistence 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 graded 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 housing 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 roster 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 Roster. The Network roster 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.

Response Categories	Definition	Where they are common
Piped water into dwelling	Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection.	Urban/peri-urban, small towns high density area
Piped water to yard/plot	Pipe connected to a tap outside the house in the yard or plot. Sometimes called a yard connection.	-do-
Public tap or standpipe	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.	-do-
Tube well or borehole	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.	Rural areas Low density areas
Protected dug well	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.	-do-
Open/unprotected dug well	A dug well which is unprotected from runoff water; 2) unprotected from bird droppings and animals; or (3) both.	-do-
Protected spring	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.	-do-
Open/unprotected spring	A spring that is subject to runoff and/ or bird droppings or animals. Unprotected springs typically do not have a "spring box".	-do-
Rainwater	Rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern.	-do-
Tanker truck	Water is obtained from a provider who uses a truck to transport water into the community. Typically the provider sells the water to households.	Peri-urban slums
Vendor	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).	do
Surface water	Water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels	
Gravity flow water	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.	Hilly/mountainous areas (mainly rural growth centres)
Bottled water	Water that is bottled and sold to the household in bottles.	Urban areas

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 bride, the father, 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 cores 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 to 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.

Q835: Right to use real estate as collateral

Refer to Module 8 Question 812 instructions.

Q836 to Q838: 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

ANNEXES

ANNEX 1: AGE/BIRTH-DATE CONSISTENCY CHART

Current age	Has not had birthday in 2014	Has already had birthday in 2014		Current age	Has not had birthday in 2014	Has already had birthday in 2014
0	2014					
1	2013	2014				
2	2012	2013		49	1965	1966
3	2011	2012		50	1964	1965
4	2010	2011		51	1963	1964
5	2009	2010		52	1962	1963
6	2008	2009		53	1961	1962
7	2007	2008		54	1960	1961
8	2006	2007		55	1959	1960
9	2005	2006		56	1958	1959
10	2004	2005		57	1957	1958
11	2003	2004		58	1956	1957
12	2002	2003		59	1955	1956
13	2001	2002		60	1954	1955
14	2000	2001		61	1953	1954
15	1999	2000		62	1952	1953
16	1998	1999		63	1951	1952
17	1997	1998		64	1950	1951
18	1996	1997		65	1949	1950
19	1995	1996		66	1948	1949
20	1994	1995		67	1947	1948
21	1993	1994		68	1946	1947
22	1992	1993		69	1945	1946
23	1991	1992		70	1944	1945
24	1990	1991		71	1943	1944
25	1989	1990		72	1942	1943
26	1988	1989		73	1941	1942
27	1987	1988		74	1940	1941
28	1986	1987		75	1939	1940
29	1985	1986		76	1938	1939
30	1984	1985		77	1937	1938
31	1983	1984		78	1936	1937
32	1982	1983		79	1935	1936
33	1981	1982		80	1934	1935
34	1980	1981		81	1933	1934
35	1979	1980		82	1932	1933
36	1978	1979		83	1931	1932
37	1977	1978		84	1930	1931
38	1976	1977		85	1929	1930
39	1975	1976		86	1928	1929
40	1974	1975		87	1927	1928
41	1973	1974		88	1926	1927
42	1972	1973		89	1925	1926
43	1971	1972		90	1924	1925
44	1970	1971		91	1923	1924
45	1969	1970		92	1922	1923
46	1968	1969		93	1921	1922
47	1967	1968		94	1920	1921
48	1966	1967		95	1919	1920

ANNEX 3: CODES FOR HIGHEST EDUCATION LEVEL ATTAINED

No formal schooling.....	00
Some schooling but not Completed P.1.....	10
Completed P.1.....	11
Completed P.2.....	12
Completed P.3.....	13
Completed P.4.....	14
Completed P.5.....	15
Completed P.6.....	16
Completed P.7.....	17
Completed J.1.....	21
Completed J.2.....	22
Completed J.3.....	23
Completed S.1.....	31
Completed S.2.....	32
Completed S.3.....	33
Completed S.4.....	34
Completed S.5.....	35
Completed S.6.....	36
Completed Post primary Specialized training or Certificate.....	41
Completed Post secondary Specialized training or diploma.....	51
Completed Degree and above.....	61
Don't Know.....	99

ANNEX 4: CODES FOR ETHNICITY AND RELIGION

ETHNICITY		RELIGION
01 =Acholi	34 =Batuku	10 =No religion
02 =Aliba	35 =Batwa	11 =Anglican
03 =Alur	36 =Chope	12 =Catholic
04 =Aringa	37 =Dodoth	13 =Muslim
05 =Baamba	38 =Ethur	14 =Seventh Day Adventist
06 =Babukusu	39 =Gimara	15 =Orthodox
07 =Babwisi	40 =Ik (Teuso)	16 =Pentecostal/ Born Again/ Evangelical
08 =Bafumbira	41 =Iteso	17 =Baha'i
09 =Baganda	42 =Jie	18 = Baptist
10=Bagisu	43 =Jonam	19 =Jews
11 =Bagungu	44 =Jopadhola	20 =Presbyterian
12 =Bagwe	45 = Kakwa	21 =Mammon
13 =Bagwere	46 =Karimajong	22 =Hindus
14 =Bahehe	47 =Kebu (Okebu)	23 =Buddhist
15 =Bahororo	48 =Kuku	24 =Jehovah's Witness
16 =Bakenyi	49 =Kumam	25 =Salvation's Army
17 =Bakiga	50 =Langi	26 =Traditional
18 =Bakonzo	51 =Lendu	27 =Others
19 =Banyabindi	52 =Lugbara	
20 =Banyabutumbi	53 =Madi	
21 =Banyankore	54 =Mening	
22 =Banyara	55 =Mvuba	
23 =Banyaruguru	56 =Napore	
24 =Banyarwanda	57 =Ngikutio	
25 =Banyole	58 =Nubi	
26 =Banyoro	59 =Nyangia	
27 =Baruli	60 =Pokot	
28 =Barundi	61 =Reli	
29 =Basamia	62 =Sabiny	
30 =Basoga	63 =Shana	
31 =Basongora	64 =So (Tepeth)	
32 =Batagwenda	65 =Vonoma	
33 =Batoro	69 =Other Ugandans	
	89 =Non Ugandans	

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

- 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

4419 Clerical support workers not elsewhere classified

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

- 5411 Fire-fighters
- 5412 Police officers
- 5413 Prison guards
- 5414 Security guards
- 5419 Protective services workers not elsewhere classified

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 Apiarists 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

- 7132 Spray painters and varnishers
- 7133 Building structure cleaners
- 72 Metal, machinery and related trades workers
 - 721 Sheet and structural metal workers, moulders and welders, and related workers
 - 7211 Metal moulders and coremakers
 - 7212 Welders and flamecutters
 - 7213 Sheet-metal workers
 - 7214 Structural-metal preparers and erectors
 - 7215 Riggers and cable splicers
 - 722 Blacksmiths, toolmakers and related trades workers
 - 7221 Blacksmiths, hammersmiths and forging press workers
 - 7222 Toolmakers and related workers
 - 7223 Metal working machine tool setters and operators
 - 7224 Metal polishers, wheel grinders and tool sharpeners
 - 723 Machinery mechanics and repairers
 - 7231 Motor vehicle mechanics and repairers
 - 7232 Aircraft engine mechanics and repairers
 - 7233 Agricultural and industrial machinery mechanics and repairers
 - 7234 Bicycle and related repairers
- 73 Handicraft and printing workers
 - 731 Handicraft workers
 - 7311 Precision-instrument makers and repairers
 - 7312 Musical instrument makers and tuners
 - 7313 Jewellery and precious-metal workers
 - 7314 Potters and related workers
 - 7315 Glass makers, cutters, grinders and finishers
 - 7316 Sign writers, decorative painters, engravers and etchers
 - 7317 Handicraft workers in wood, basketry and related materials
 - 7318 Handicraft workers in textile, leather and related materials
 - 7319 Handicraft workers not elsewhere classified
 - 732 Printing trades workers
 - 7321 Pre-press technicians
 - 7322 Printers
 - 7323 Print finishing and binding workers
- 74 Electrical and electronic trades workers
 - 741 Electrical equipment installers and repairers
 - 7411 Building and related electricians
 - 7412 Electrical mechanics and fitters
 - 7413 Electrical line installers and repairers
 - 742 Electronics and telecommunications installers and repairers
 - 7421 Electronics mechanics and servicers
 - 7422 Information and communications technology installers and servicers
- 75 Food processing, wood working, garment and other craft and related trades workers
 - 751 Food processing and related trades workers
 - 7511 Butchers, fishmongers and related food preparers
 - 7512 Bakers, pastry-cooks and confectionery makers
 - 7513 Dairy-products makers
 - 7514 Fruit, vegetable and related preservers
 - 7515 Food and beverage tasters and graders
 - 7516 Tobacco preparers and tobacco products makers
 - 752 Wood treaters, cabinet-makers and related trades workers
 - 7521 Wood treaters
 - 7522 Cabinet-makers and related workers
 - 7523 Woodworking-machine tool setters and operators

- 753 Garment and related trades workers
 - 7531 Tailors, dressmakers, furriers and hatters
 - 7532 Garment and related pattern-makers and cutters
 - 7533 Sewing, embroidery and related workers
 - 7534 Upholsterers and related workers
 - 7535 Pelt dressers, tanners and fellmongers
 - 7536 Shoemakers and related workers
- 754 Other craft and related workers
 - 7541 Underwater divers
 - 7542 Shottirers and blasters
 - 7543 Product graders and testers (excluding foods and beverages)
 - 7544 Fumigators and other pest and weed controllers
 - 7549 Craft and related workers not elsewhere classified

8 Plant and machine operators and assemblers

- 81 Stationary plant and machine operators
 - 811 Mining and mineral processing plant operators
 - 8111 Miners and quarriers
 - 8112 Mineral and stone processing plant operators
 - 8113 Well drillers and borers and related workers
 - 8114 Cement, stone and other mineral products machine operators
 - 812 Metal processing and finishing plant operators
 - 8121 Metal processing plant operators
 - 8122 Metal finishing, plating and coating machine operators
 - 813 Chemical and photographic products plant and machine operators
 - 8131 Chemical products plant and machine operators
 - 8132 Photographic products machine operators
 - 814 Rubber, plastic and paper products machine operators
 - 8141 Rubber products machine operators
 - 8142 Plastic products machine operators
 - 8143 Paper products machine operators
 - 815 Textile, fur and leather products machine operators
 - 8151 Fibre preparing, spinning and winding machine operators
 - 8152 Weaving and knitting machine operators
 - 8153 Sewing machine operators
 - 8154 Bleaching, dyeing and fabric cleaning machine operators
 - 8155 Fur and leather preparing machine operators
 - 8156 Shoemaking and related machine operators
 - 8157 Laundry machine operators
 - 8159 Textile, fur and leather products machine operators not elsewhere classified
 - 816 Food and related products machine operators
 - 8160 Food and related products machine operators
 - 817 Wood processing and papermaking plant operators
 - 8171 Pulp and papermaking plant operators
 - 8172 Wood processing plant operators
 - 818 Other stationary plant and machine operators
 - 8181 Glass and ceramics plant operators
 - 8182 Steam engine and boiler operators
 - 8183 Packing, bottling and labelling machine operators
 - 8189 Stationary plant and machine operators not elsewhere classified
- 82 Assemblers
 - 821 Assemblers
 - 8211 Mechanical machinery assemblers
 - 8212 Electrical and electronic equipment assemblers
 - 8219 Assemblers not elsewhere classified

- 83 Drivers and mobile plant operators
 - 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

9 Elementary occupations

- 91 Cleaners and helpers
 - 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
- 92 Agricultural, forestry and fishery labourers
 - 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
- 93 Labourers in mining, construction, manufacturing and transport
 - 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
- 94 Food preparation assistants
 - 941 Food preparation assistants
 - 9411 Fast food preparers
 - 9412 Kitchen helpers
- 95 Street and related sales and service workers
 - 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