

**Survey of the Feed the Future Initiative
Women's Empowerment in Agriculture Index
WEAI 2.0**

Household and Individual Surveys

June 2014

Example Enumeration Manual for Uganda



International Food Policy Research Institute (IFPRI)

Associates Research Uganda Limited (ARUL)

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NOTE: This Manual is an updated version of the original WEAI survey manual for the Women's Empowerment in Agriculture Index for the Uganda case study conducted in 2012 to reflect the refinements deemed necessary after the Index was collected

Please note that this manual is meant to be a guide only as to original intent, partners are free to modify and adapt for country context including translations into local languages when appropriate. Because the Uganda questionnaire is in English (and subsequently translated to local languages), this is the version that is being made publicly available. A pilot version of the Bangla questionnaire will also be made available.

We would like to thank our partners in conducting the pilot surveys in 2041 in the two countries for their hard work in implementing this innovative survey: Data Analysis and Technical Assistance, Ltd., (Bangladesh), and Associates Research Uganda Limited (Uganda).

1. Introduction to the Project

The purpose of this research is to test an index that measures the inclusion of women in agricultural sector growth to be used as a monitoring tool for the Feed the Future (FTF) Initiative. This is part of a larger survey effort in nineteen countries chosen by FTF.

The questionnaire will elicit information on five domains of empowerment:

- **Production:** Women and men's sole or joint decisionmaking over food and cash-crop farming, livestock, and fisheries as well as autonomy in agricultural production;
- **Resources:** Women and men's ownership, access to, and decisionmaking power over productive resources such as land, livestock, agricultural equipment, consumer durables, and credit;
- **Income:** Women and men's sole or joint control over income and expenditures;
- **Leadership:** Women and men's membership in economic or social groups and comfort in speaking in public;
- **Time:** Women and men's allocation of time to productive and domestic tasks and satisfaction with the available time for leisure activities.

Because it would not be possible to evaluate the extent of gender disparities by interviewing women alone, the individual questionnaire will be administered to an adult male and an adult female in a dual-adult household, and to a single adult female in a single adult-decisionmaker household. Note that individual country missions in the future may also make the decision to interview male single adult households or child headed households if they have specific interest in the data.

2. Definition of Household and Respondents

A **household** is a group of people who live together and take food from the "same pot." In our survey, a household member is someone who has lived in the household at least 6 months, and at least half of the week in each week in those months. Even those persons who are not blood relations (such as servants, lodgers, or agricultural laborers) are members of the household if they have stayed in the household at least 3 months of the past 6 months and take food from the "same pot." If someone stays in the same household but does not bear any costs for food or does not take food from the same pot, they are not considered household members. For example, if two brothers stay in the same house with their families but they do not share food costs and they cook separately, then they are considered two separate households. Generally, if one person stays more than 3 months out of the last 6 months outside the household, they are not considered household members. We do not include them even if other household members consider them as household members.

Exceptions to these rules should be made for:

Consider as household member:

- A newborn child less than 3 months old.
- Someone who has joined the household through marriage less than 3 months ago.
- Servants, lodgers, and agricultural laborers currently in the household and will be staying in the household for a longer period but arrived less than 3 months ago.

Do not consider as household member:

- A person who died very recently though stayed more than 3 months in last 6 months.
- Someone who has left the household through marriage less than 3 months ago.
- Servants, lodgers, and agricultural laborers who stayed more than 3 months in last 6 months but left permanently.

This definition of the household is very important. The criteria could be different from other studies you may be familiar with, but you should keep in mind that you should not include those people who do not meet these criteria. Please discuss any questions with your supervisor.

The **primary and secondary respondents** are those which are self-identified as the primary members responsible for the decision making, both social and economic decisions related to agriculture, within the household.

A few notes to determine which household members they are:

- The primary and secondary respondents are usually husband and wife, however they can also be another member as long as there is one male and one female aged 18 and over (for instance a mother could be living with her adult son or father with an adult daughter).
- In general, the primary decision maker is also the head of household but this may not always be the case (i.e. elderly parent living with adult son/daughter and the adult son/daughter may be the primary or secondary respondent).
- It may also be the case that there is only a primary female respondent and there is no adult male present in the household. In cases whereby the primary male adult is absent from the household due to male migration (has gone for work), and has been or is expected to be away for more than 3 months out of the next/previous 6 months, the primary female adult is considered the primary decision maker.
- In cases where there is only a primary male and no female, do not interview the household; **there must be a primary or secondary female in the household to administer the WEAI**. In polygamous households, you should randomly select a wife to be interviewed. If there are two wives, you may flip a coin. If there are more than two wives, you should write each name on a piece of paper and draw one from a hat.

3. Consent Form (English Translation)

Informed Consent: *Before beginning the interview, it is necessary to introduce the household to the survey and obtain their consent to participate. Make it clear to them that their participation in the survey is voluntary. Please read the following statement in the language of interview:*

Thank you for the opportunity to speak with you. We are a research team from Associates Research Uganda Limited working in collaboration with the International Food Policy Research Institute (IFPRI). We are conducting a survey to learn about agriculture, food security and wellbeing of households in this area. You have been selected to participate in an interview which includes questions on topics such as your family background, dwelling characteristics, asset ownership and income earning activities. The survey includes both a section to be asked about the household generally, in addition to sections which will be asked to a primary adult male and female in your household if applicable. These questions in total will take approximately 1.5 hours to complete and your participation is entirely voluntary. If you agree to participate, you can choose to stop at any time or to skip any questions you do not want to answer. Your answers will be completely confidential; we will not share information that identifies you with anyone. After entering the questionnaire into a data base, we will destroy all information such as your name which will link these responses to you.

We will also interview other households in your community and in other parts of Uganda. After we collect all the information we will use the data to make a study about how various programs can be most helpful to the people in this area. Do you have any questions about the study or what I have said? If in the future you have any questions regarding study and the interview, or concerns or complaints we welcome you to contact XX, by [XX]. In addition you can contact the head of Ethics Review at the International Food Policy Research Institute, [Name] at XX, xx@xx.org, www.ifpri.org. We will leave one copy of this form for you so that you will have record of this contact information and about the study.

Please ask the participants (male and female) if they consent to the participation in the study (check one box):

Participant 1: YES <input type="checkbox"/> NO <input type="checkbox"/>	Participant 2: YES <input type="checkbox"/> NO <input type="checkbox"/>
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I _____, the enumerator responsible for the interview taking place on _____, 2014 certify that I have read the above statement to the participant and they have consented to the interview. I pledge to conduct this interview as indicated on instructions and inform my supervisor of any problems encountered during the interview process.

If the household does not give consent to all of the data collection, stop the interview and inform your team leader. Team leaders will discuss the reason for this refusal and decide whether a partial data collection is possible for this household.

Consent form approved by IFPRI IRB on MONTH DAY, YEAR and by UNCTAD on MONTH DAY, YEAR.

4. General Instructions for All Sections

- Do not read the respondents the list of coded answers unless explicitly instructed to “READ.”
- Month should always be written in numbers from 1-12.
- Year should always be written in 4 digits.
- Complete dates such as birth dates or interview dates should have the following format: DD-MM-YYYY (i.e., 2 digit day, 2 digit numeric month, 4 digit year)
- Percentages should always be written from 0-100.
- Start with the household questionnaire, and then the individual questionnaires. If possible, and as facilitated by field team composition, male interviewers should interview the primary male respondent and female interviewers the primary female respondent.
- It is ok for other household members to assist with the recall for questions asked to the household head or spouse as part of the household-level questionnaire ONLY.
- If at all possible, individual respondents should be interviewed separately, without other household members or outsiders present. It is NOT ok for other household members to assist with recall for questions on the individual survey.
- Although the research focuses on gender, at no point should you tell the respondent you are interested in gender so as not to skew or bias results.

Conversion Factors

1 kilometer = 0.6 miles

1.67 kilometers = 1 mile

1 mile = 1667 meters

1 FOOT = 0.30 METRES

1 YARD = 0.91 METRES

1 KILOMETRE = 0.62 MILES

1 acre=100 decimals 1 hectare = 2.47 acres

10000 meters sq. = 1 hectare

4048 meters sq. = 1 acre

1 meter sq. = 0.000245 acres

UNIVERSAL CODES:

The following codes may be appropriate in any question in the household survey. In no case (with the exception of skip patterns) should a question be left blank. If you are unsure, make a note and ask your supervisor at the end of the questionnaire how to fill the particular question.

Both primary and secondary respondent.....96 (This code should only be used in the household questionnaire if both the primary male and primary female answer the questions for a section. There is a place on the top of each module to indicate who is answering the questions. 96 may be applicable for some sections, and then just the primary male or primary female may answer other sections so their ID should be used for those.)

Don't know.....	97
Not applicable (N/A)/No decision made.....	98
Missing.....	99 (Should primarily be used by data entry.)

5. Instructions by Section: Household Questionnaire

Cover Page

- **A01** Household Identification : Please double check that the ID for the household is correct (from sampling list);
- **A02** Listing number (from sampling list);
- **A03** Village (LC1: pre-coded);
- **A04** Parish (LC2: pre-coded);
- **A05** Sub-country (LC3: pre-coded);
- **A06** District (use code on coversheet);
- **A07** Name of primary respondent (code from roster in Section B): Surname, First name. The surname is the same as what is called the "Last name".
- **A08** Type of household: 1 = Male and Female adult, 2= Female adult only. This typology should be obtained from the listing exercise. Note that we are not interviewing households which do not fit into these two categories, where "adult" is defined as a person over the age of 18. For example, we are not interviewing households with no adult female or household which are child headed. If after filing the roster, you discover the type no longer matches the household structure, contact your supervisor who will determine if the household can still be interviewed.
- **A09** Main religion of the household (use code on coversheet)
- **A10** Main language of the household (use code on coversheet)
- **A11** Main ethnic group of the household (use code on coversheet)
- **A12** Cell phone number (can be the cell phone of any household member). If there is no phone available enter: 9999s.
- **A13-14** Use 24 hour clock.
- **A20** Final outcome of interview (use code on coversheet): This is the outcome for the household questionnaire only, not the additional individual questionnaires. This should be filled at the end of the household questionnaire.

Section B. Household Demographics

The respondent for this section should be the one most knowledgeable about the age, completed education, and other characteristics of household members. Please ask these questions of all household members (see household definition above for those to include or exclude as household members).

Using the ID codes listed on the page, put the ID number of the respondent for this section (who may or may not be the primary respondent for the rest of the questionnaire)

- **B01** Name of household member: Start with the primary respondent, continue with the secondary respondent, and other members in descending order of age. If the household has a primary and a secondary respondent, start with the primary and secondary respondent and continue with other household members in age order. While this is not a requirement, it often helps respondents keep track of members they have already listed;
- **B02** Ask the sex of the household member (1=Male, 2=Female);
- **B03** Ask the relationship to the primary respondent; see codes provided: "Other relationship" (response code 16) refers to any other type of relationship to the household head which is not captured in the other codes, including friends, or other people who are not blood relations.
- **B04** Ask the age in complete years. This means, if there is a baby who is 11 months old, you enter "0";
- **B05** List the marital status of the household member: In the case of marital status options 5 through 12, enter the option which is the most formal. Therefore, a religious or civil marriage replaces a customary marriage. A cohabiting relationship is considered formalized into customary once

- **B06** bride price has been paid. Ask if household member can read and write: It does not matter which language (native or English for example) that the member can read or write, all count equally. This can refer also to combinations of languages;
- **B07** Ask if household member is currently attending school;
- **B08** Regardless of whether member is currently in school, ask what is the highest level education attained by member. Put number of highest completed class. In the case of adult literacy or Koranic schools, formal education always takes precedent.

MODULE C. DWELLING CHARACTERISTICS

- **C01-C03:** In the case of a compound with multiple huts, assess these questions for the main hut or main dwelling.
- **C06:** In the case of a compound with multiple huts, count each hut as a separate room if applicable.

MODULE D. EMPLOYMENT AND LABOR FORCE ACTIVITIES

Ask these questions about all household members over the age of 5. We are using age of 5 in order to capture whether children are working. The respondent should be the one most knowledgeable about the employment activities of household members.

The most important thing to note about this module is that household members should be identified using the ID that was assigned to them in the household roster. The individual's first name or initials can be entered in the "NAME" space, which will be primarily for the enumerator's organization and facilitation in asking questions. All names that were on the household roster should appear on the labor force roster. If there are children under 5, then mark 6 from the list in Code 1.

- **Classifications:** Primary and secondary jobs are determined in terms of hours spent in a particular activity in the last 7 days. Therefore, if a person spends approximately 30 hours working in the field and 15 hours trading goods in a shop, the primary activity is agriculture while the secondary is medium size trader, regardless of whether or not they make more money trading or working in agriculture. Not that we are not concerned about activities such as education or schooling which are not linked to income generating or livelihoods. Therefore, being a student is NOT included in the classifications. Someone who is a student and working in the fields for 2 days a week will be counted as working in the field.

MODULE E. LAND AND AGRICULTURE

Ask this section to the most knowledge about household land and agriculture. Similar to earlier modules indicate the Respondent ID code.

READ: "Now I am going to ask you a series of questions about the land your household lives on, uses for productive purposes--that is, leases or sharecrops, owns or rents out. I would like you to consider not only the land your household uses now, but also the land your household may have used during the last growing season. Please start with the largest piece/plot and move to the smallest plot in terms of area. By piece/plot, I mean one continuous piece of land, which is used predominantly for the same purpose and managed by the same person or group of people."

Note to enumerator: The definition of a "piece" or "plot" is very important. In Uganda, sometimes a "plot" is used to refer only to urban land where houses are built, and in this case you should use "piece" instead of "plot" to talk about land. In either case, you should take some time with the respondent to understand how much land they have and how many plots that is considered. The conversation to determine how many plots are being "used" should take place before asking any of the plot-specific questions. This is because the respondent may be reluctant to admit to using another plot if they feel they feel it will prolong the questioning.

On the questionnaire, list plots starting with the homestead and then the largest plot going down to the smallest plot, assigning a plot number to each plot. Sometimes respondents will find it useful to give the plot a “name,” for example: “Road plot” or “Swamp plot” or “Homestead”. Asking the respondents about the largest plot in area first is done so that if the household has more than 8 plots, the smallest plots will be omitted. Be sure to include the homestead and any production from a homestead garden.

- **E01:** Write down the size of the piece in **E01a** and the unit of measure in **E01b**. There are several different units as well as conversion factors listed to help convert various units of measurement. Be careful as in some areas, units such as “*omwingo*” are different sizes (ie. 10 feet or 12 feet) in different areas. If the respondent is not able to give a response, you can relate the size to a football pitch or some other common area unit. If the respondent gives you a conversion which you are unsure of, write this down in the margin as a different unit and the calculations can be done after the interview with the help of your supervisor.
- **E02:** What is the tenure status of [PIECE]? Here we are trying to get at the legal ownership status of the plot, as reflected in the official categorization of the Uganda Constitution. These categories regulate formal property rights. It may be necessary to read the responses to the respondent in order for them to understand in the local language what you are asking. It may be helpful to ask the following questions to get to the answer: 1) Does this piece have a title? 2) What type of title is it?

Use the following codes for tenure status:

Government/state land...	1
Customary	2
Freehold	3
Leasehold	4
Mailo.....	5
Other (specify).....	6
Don't know.....	97

Note that it is still possible to ask this question if the household is renting the land. They still may be able to say what the legal ownership category is. If they do not know (because they are renting), enter code “97” Don’t know.

*****The following are the official Uganda Land Tenure Systems as enshrined in the 1995 Ugandan constitution**:***

- **Customary:** Under this tenure land is communally owned by a particular group of people in a particular area. Its utilization is usually controlled by elders, clan heads or a group in its own well-defined administrative structures. In Uganda, this land tenure is usually in the north, eastern, northeast, northwest and some parts of western Uganda. Over 70% of land in Uganda is held on customary tenure system. In such cases, people own their land, have their rights to it, but do not have land titles. Some tenants on such land allocate specific areas to themselves with known and defined boundaries usually marked by ridges, trenches, trees, etc.
- **Leasehold:** This is a system of owning land for a particular period of time. In Uganda one can get a lease from an individual, local authority or government for a period usually 49 or 99 years with agreed terms and conditions. The leasehold transactions, being essentially contractual, allow parties to define the terms and conditions of access in such a manner that suits their reciprocal land use needs. A grant of land would be made by the owner of freehold, customary or mailo or by the Crown or Uganda Land Commission to another person for an agreed period of time. The grantee of a lease for an agreed time is entitled to a certificate of title.
- **Freehold:** A system of owning land in perpetuity and was set up by agreement between the Kingdoms and the British Government. Grants of land in freehold were made by the Crown and later by the Uganda Land Commission. The grantee of land in freehold was and is entitled to a certificate of title. Most of this

land was issued to church missionaries, academic institutions, and some individuals. Freehold is the premier mode of private land ownership under English law. Transactions involving freehold land are governed by the Registration of Titles Act (Cap. 230). Very little land is held under freehold tenure in Uganda.

- **Mailo:** Land held under mailo tenure system is mainly in Buganda (Central region) and some parts of Western Uganda. The system confers freehold granted by the colonial government in exchange for political co-operation under the 1900 Buganda Agreement. Essentially feudal in character, the mailo tenure system recognizes occupancy by tenants (locally known as bibanja holders) and like freehold is registered under the Registration of Titles Act. All transactions must therefore be entered in a register guaranteed by the state. Under this tenure, the holder of a mailo land title has absolute ownership of that land. One only loses such ownership when such land is needed for national interests but still amicable compensations have to be done for a peaceful relocation.

For more information see: The Uganda National Land Policy, 2011, Ministry of Land, Housing and Urban Development.

E03 (a/b/c): This question refers to who owns the plot. In the case that this is someone inside the household, their IDs from the Section B household roster should be entered in order of ownership importance. If there is only one owner, **E03b** and **E03c** should be filled with “98.” In the case that someone outside the household owns the plot, the codes in Code 4 should be used. For example, if an institution owns the plot, you enter “32.” There are a series of other questions with this same format in this module as well as in the rest of the questionnaire. The added change for this question is the code “33” which is clan/family (outside the household).

Use the following codes if the decision maker or owner is someone outside the household or in the case of joint ownership.

Household jointly.....	29
Outside household male	30
Outside household female	31
Government or other institution.....	32
Clan/family (outside household).....	33
Not applicable/decision not made.....	98

- **E04 (a/b/c):** It is possible for people to say that they own land, but they may not have the title. In addition, they could be different individuals listed on the title as compared to the responses in E03 for ownership. If there is no title, enter “98.”
- **E05:** Codes for ownership status (which is different from tenure status) reflect the way that the plot is actually being used. The codes include:

Owner operated.....	1
Rented in (cash)	2
Sharecropped in	3
Borrowed (no payment).....	4
Rented out (cash).....	5
Sharecropped out.....	6
Lending out (no payment).....	7
Kibanja.....	8
Other (specify).....	9

In this case, “out” such as in “Rented out” or “Sharecropped out” mean that the land is owned by the household and they give it out to someone else or rent it out to someone else to use. In this case, “in” such as “Rented in” or “Sharecropped in” mean that the household is using or renting someone else’s land;

- **E07:** In this case we ask the respondent to estimate how much they would BUY a plot for instead of SELL the plot for, because individuals often overestimate how much they could sell the plot for and they give a more accurate measure when they consider the buying cost. In this estimate they should consider the cost of all permanent improvement to the land, however, items such as structures, movable assets on the land (livestock) or assets inside a house which would not be included;

MODULE H: CONSUMPTION AND CONSUMPTION HABITS

- No special instruction.

6. Instructions by Section: Individual Questionnaire (WEAI)

General instructions on administration

This questionnaire should be administered separately to individuals identified in the household roster (Module B) of the household level questionnaire as the primary and secondary respondents. You should complete the coversheet (G1) for each individual identified in the “selection section” even if the individual is not available to be interviewed for reporting purposes.

Before starting the interview, please double check to ensure:

- You have completed the roster section of the household questionnaire to identify the correct primary and/or secondary respondent(s);
- You have noted the household ID and individual ID correctly for the person you are about to interview;
- You have gained informed consent for the individual in the household questionnaire;
- You have sought to interview the individual in private or where other members of the household cannot overhear or contribute answers.
- Do not attempt to make responses between the primary and secondary respondent the same—it is ok for them to be different.

MODULE G1: Individual identification

Coversheet: Please make sure that information collected on the coversheet of the individual questionnaire is consistent with information of the coversheet for the household questionnaire. Having the correct household ID and individual ID (get it from the household roster, or Module C) is **very important**.

- **A08:** The information on type of household should be predetermined by the sampling lists. The exception is if in completing the roster, you find that the household has been misclassified. In this case, please contact your supervisor and he/she will tell you if the interview should continue or if the household should be replaced.
- **A20:** This indicator should be filled at the end of the interview rather than at the beginning.

MODULE G2: Role in household decision-making around production and income generation

The purpose of this module is to get an idea about men’s and women’s relative roles in decisionmaking around income-generating activities. Do not attempt to ensure that responses are the same between the male and female respondent. It is okay for them to be different.

This module includes the following questions:

- **G2.01:** Did you (singular) yourself participate in [ACTIVITY] in the past 12 months (that is within the last [one/two] cropping seasons), from [PRESENT MONTH] last year to [PRESENT MONTH] this year? This question is answerable by YES or NO. Please note the following:
 - The reference time frame for this question is always 12 months. In some cases, for crop production related activities, it will be helpful to ask the respondent to think about the last two cropping seasons if the area has a bi-annual crop season. In other cases, the reference period should only be one cropping season depending on the number of cropping seasons per year, the intervention and the timing between surveys. This should be decided upon and standardized during the training period.
 - In some languages there is a singular you and a plural you. This question refers to the singular you (the person being interviewed, not the respondent together with his or her family). If the local language does not distinguish between singular or plural, make sure the respondent understands that this applies to just him/her (This will also apply to all other places where we ask about “you” in the individual questionnaire).
 - If the respondent answers “no” he/she did not participate for the activity, then skip to the next activity.
- **G2.02:** When decisions are made regarding the following aspects of household life, who normally makes the decision?
 - Circle **all** applicable categories from the following:

Self.....	01
Spouse.....	02
Other HH member.....	03
Other non-HH member.....	04
Not applicable.....	98 → If this code is selected then skip to the next activity
 - Note if the respondent answers “self” only (i.e. indicates no other response category), then skip to question G2.05. Questions G2.03 and G2.04 ask about the level of input and control the respondent feels he/she has over the activity, but if she/he indicates that he/she alone makes the decision, then we can safely assume they have high input and control over the decision.
- **G2.03:** How much input did you (singular) have in making decisions about [ACTIVITY]?
 - Enter the appropriate response code from the codes listed at the bottom of the module (write one):

No input or input in few decisions.....	01
Input into some decisions.....	02
Input into most or all decisions.....	03
No decision made.....	98 → If this code is selected then skip to the next activity
 - In some cases in the local language **G2.03** needs to be asked in two separate questions (first ask if any input is made and then ask the level of input).
- **G2.04:** To what extent do you feel you can make your own personal decisions regarding this [ACTIVITY] if you want(ed) to?
 - Circle one response only from the following categories:

Not at all.....	01
Small extent.....	02
Medium extent.....	03
To a high extent.....	98

- **G2.05:** How much input did you (singular) have in decisions on the use of income generated from [ACTIVITY]?

Enter the appropriate response code from the codes listed at the bottom of the module (write one):

No input or input in few decisions.....01
 Input into some decisions.....02
 Input into most or all decisions.....03
 No decision made.....98 → Next activity

Regarding **G2.03/G2.05**, please note the following:

- Code 98 (“not applicable”) should be entered in the case that the decision is not made, for example crops may have been lost so no income was generated or livestock/livestock products were not sold so income was not generated. In no other case should this category be left unfilled. If the answer given for any of the questions G2.02, G2.03 or G2.05 is “not applicable or no decision made”, skip to the next activity.

In some cases respondents will need more explanation about what certain categories contain. In this case the enumerator can use simple examples to explain. Examples can be tailored to the specific activities undertaken by households in the survey area. Here are some examples which can be used:

- **Food crop farming:** crops that are grown primarily for household food consumption: For example, did you have input into decisions about what crops to plant this year or in which plots they would be planted, or which seeds, fertilizer (other inputs) your family would buy?
- **Cash crop farming:** crops that are grown primary for sale in the market: For example, did you have input into decisions about how much of your family’s land would be used for growing cash crops, or about the crops to be grown for sale, and the inputs to be used for those crops?
- **Livestock raising:** For example, did you have input into decisions about the purchase, care, or sale of livestock?
- **Non-farm economic activities:** Small business, self-employment, buy-and-sell: For example, did you have input into purchases made for a small business or goods sold?
- **Wage and salary employment:** in-kind or monetary work both agriculture and other wage work: For example, did you have input into decisions about if you or other household members will work outside the home?
- **Fishing or fishpond culture:** For example, did you have input into decisions about when to do fishing, or how to stock a fish pond, inputs for fish culture?
- **Major household expenditures:** For example, did you have input into purchases of large appliances for the house like a refrigerator or furniture? Or large assets such as land or a bicycle?
- **Minor household expenditures:** For example, did you have input into lesser household expenditures, such as those for daily needs, like food consumption?

For rows G and H, questions **G2.01** and **G2.05** should not be asked. Begin with **G2.02**.

In the case that a crop is grown partially for food and partially for sale on the market, record that activity only once, in the category which the crop is primarily grown for (in terms of volume).

MODULE G3 (A): Access to productive capital

The purpose of this module is to get an idea about men’s and women’s access to capital or assets and their ability to control use of the resource. Again, do not attempt to ensure that responses are the same between the male and female respondent. It is okay for them to be different.

The questions ask about men's and women's access to different types of assets (14 types of assets) and ask about different types of decisions on each type of asset, and who makes those decisions most of the time. These are the questions:

- **G3.01:** Does anyone in your household currently have any [ITEM]?
- **G3.02:** Do you own any of the [ITEM]?
- **G3.03:** Who would you say can decide whether to sell, give away, mortgage or rent [ITEM] most of the time?
- **G3.04:** Who would you say can decide whether to purchase a new [ITEM] most of the time?

A few things to consider:

- Examples of each asset type should be adapted to each country/context. Examples given in parentheses for some of the asset categories are merely suggestions and not intended to be a comprehensive list. Appropriate examples should be decided at the country level. When making examples, it is important to consider all categories. For instance, while a bicycle is a "large consumer durable", there is a "transport" category so it should fall under that; do not double count assets.
- Often it is preferred to ask G3.01 for all assets before asking the remaining questions. In this way, respondents have no incentive to undercount assets because of the perception of having to answer the remaining G3.02-G3.04 questions.
- After G3.01, ask all the questions for one type of asset before going to the next type of asset so that the respondent is consistent in answers across the types of decisions.
- It is important not to double count assets into two categories when thinking about different asset categories.
- Agricultural land (pieces/plots) includes both agricultural land used for growing crops as well as land used for livestock. It may include land that is owned, borrowed, rented or leased.
- Non-farm business equipment include any asset used for small businesses including solar panels (if used for recharging), sewing machine, brewing equipment, chapatti fryers. The distinguishing factor from farm equipment (which includes equipment for growing food) is that value must be added to the production (ie. Brewing or processing like baking bread etc.).
- You should count the asset in G3.01 even if it is not functioning at the time of the interview as long as there is a resale value for the asset (i.e. it can be fixed or it can be sold to buy another productive asset or service).

In addition, please note the following specific instructions:

- Note that question **G3.01** means HAVE, as in "have access to" or own, rent or lease, whereas question **G3.02** is about **OWNING** only.
- Note that for the questions (**G3.03 – G3.04**), you are talking about "general" decisions or who takes decision on these items **MOST OF THE TIME**.
- Note that for items H through N you do not need to answer the shaded questions (G3.03 and G3.04).
- Note that for these questions **ALL APPLICABLE ANSWERS SHOULD BE CIRCLED**. After the respondent replies, be sure to ask, "Is there anyone else?" The codes for all the questions are the same:

Self.....	1
Partner/Spouse	2
Other household member.....	3
Other non-household member.....	4
Not applicable.....	98

MODULE G3 (B): Access to credit

This module contains questions on access to credit. A few things to consider:

- Lending sources can be adapted to the country context, however it is important that they are distinguished from each other and there is no double counting. If local language does not distinguish between categories, they may be combined into one. For instance, if a non-governmental organization and group based microfinance or lending is the same in the local context (if all group based microfinance is run through NGOs), then it is okay to combine the categories into one. In this case there would be five categories instead of six to ask the respondent. Never should the same lending source be counted under multiple categories. If you feel that what the respondent describes could belong under two or more categories, use judgment and put it under the one category you feel is best.
- The recall timeframe is within the last year; however, if a credit source has been ongoing for more than 1 year (i.e. a multi-year loan that began 2 years ago) it should be counted.
- “In-kind” refers to credit given in the form of goods, commodities or services as opposed to cash.
- “Informal lenders” refers to those like moneylenders or others that are NOT included in one of the other categories of credit.
- In the case of **G3.05**, in some cases the individual may not know if other members of the household have accessed or used a specific type of credit, and in this case the response 97 “Don’t know” can be entered.
- For G3.06 and G3.07 circle all applicable answers; make sure to probe the respondent and ask “is there anybody else?”.

MODULE G4: Motivation for Decisionmaking

The purpose of this module is to get additional information about decision making within households. These questions are different from the previous questions on decisionmaking, because we are now asking how much control the respondent has over the decisions regarding a given activity.

These questions follow a different format from the rest of the questionnaire. The respondent will be read short stories and then be asked to what extent the story describes his/her own situation. The response categories are the same for all questions in this section and are asked in a three-step fashion as follows:

1. Are you like this person? CIRCLE Yes/No. If yes, move to question 2, no move to question 3.
2. Are you completely the same or somewhat the same? CIRCLE Completely the same/somewhat the same
3. Are you completely different or somewhat different? CIRCLE Completely different/somewhat different

A few things to note:

- Names in the stories should be adopted to local context but not be overly religious or ethnic. When the respondent is female the names should be female; when the respondent is male, the names should also be male.
- For **G4.A2** examples of local crops should be inserted. These should include both traditional and non-traditional crops.
- Take time to explain the format of this section and the stories well. This will lead to less repetition of the story later when asking respondents follow-up questions.

MODULE G5: Time allocation

The purpose of this module is to get an idea about how men’s and women’s time is spent. Types of activities and their duration can be used in economic as well as in social analysis, e.g. women’s contribution in economic activities; the value of home production and the informal sector; productivity; time poverty and others.

- **G5.01:** Please ask the respondent how much time was spent during the last 7 days for the various activities, A through I. Keep in mind that while there are 168 hours per week, this module only asks about **work activities** and so will not account for 24 hours per day of the respondent’s time. For instance, even if the respondent works 14 hours/day for 7 days, the total hours for one week will only total 98 hours. For each activity, ask the following:

- In the last 7 days, how much time in hours did you spend on [ACTIVITY]?
- Did you spend a usual amount of time on [ACTIVITY] in the last 7 days? If the respondent answers “yes”, skip to the next activity. If the respondent answers “no”, go to the subsequent follow-up question. Finally, if the respondent states that they do not engage in that activity, you should mark “N/A” and do not ask the following question regarding their usual behavior.
 - Note: If the respondent answers “0” hours for a category but does not indicate whether this is typical, ask all follow up questions. For instance, a respondent may report spending zero hours at market this week because they were busy harvesting and will go next week to purchase items once they sell some of their harvest and generally go every week.
- Since the last week was not usual, how much time do you usually spend on [ACTIVITY] in the current season per week?
- Notes on categories:
 - “Other domestic work” is a broad terms and includes doing laundry, sweeping, etc. However, cooking, fetching water, and fetching wood are their own categories and SHOULD NOT be included in this category; therefore, time spent gathering wood, getting water, preparing food, cooking and washing dishes should not be included in “Other domestic work”.
 - “Market/getting service” includes time spent going to market to buy products for the household, go to the health clinic and attend to other errands. It should not include time to trade/sell agricultural goods. This time should be allocated under “farming”. This category does not include time spent for the explicit purpose of socializing or drinking. This is leisure time and is not accounted for in this part of the time module. This explanation will generally only be required for male respondents.
 - “Work as employed” refers to any paid type of employment. This could include a regular salaried job or day labor positions.
- Note: The respondent may give you the number of hours per day they engage in the activity and the number of days per week they do it. When this is the case, you will need to do basic multiplication to fill the total hours for the week.
- Note: It may be helpful to write first in the margin next to the time grid for each activity. Since the respondent does not know the full list, they may revise a prior number given when they know the full extent of the list. This may also help if they give you hours per day and number of days per week to write down the numbers to be multiplied.
- Note: Round off partial hours to the nearest hour. If the respondent gives a time of less than half an hour, do not record the time. If it is 30 minutes or more, round the time up to the full hour. For 0.5 hours, round to 1 hours; for 1.5 hours, round up to 2 hours, etc.
- **G5.02:** Please record a log of the activities for the individual in the last complete 24 hours (starting yesterday morning at 4 am, finishing 3:59 am of the current day).
 - The time grid begins at 4 am to account for respondents that wake up very early. However, the enumerator should begin this module by asking the respondent what time he/she woke up the previous day and filling in any time before that as “sleeping and resting”.
 - The time intervals are marked in 15 min intervals and one activity can be marked for each time period by drawing a line through that activity ending with a dot.
 - Make sure that your marks are very clear. You should never have more than one activity marked for a time period. If the respondent was doing multiple things (for instance eating breakfast and listening to the radio) determine which activity is primary and mark that category for the time. In this case, if eating is the primary activity, it should be marked for the time period.
 - If an activity is completed for the major part of 15 minutes (up to 8 minutes), then mark the entire box for that activity. However, if an activity is only completed for the minor or lesser part of 15 minutes (less than 8 minutes) then simply do not count the activity in the table. For example, if the respondent ate/drank for 20 minutes, only one box should be filled (15

minutes is accounted for and the remaining 5 minutes is lost because it does not reach 8 minutes). If however, the respondent ate/drank for 25 minutes, then two boxes should be filled (15 minutes in the first box and 10 minutes in the second box). A box can never be split.

- When a respondent describes many activities in a short period, such as their morning routine, use your best judgement to figure out which categories the majorities of activities belong in and fill that time grid for the period.
- It is most helpful to fill this table as a conversation with the respondent, rather than asking them what they were doing at 4:15, 4:30, 4:45 and so on. First, it is helpful to establish what time the respondent woke up and went to bed, so then the waking hours are what remains. Then, ask the respondent what they did after they woke up and fill in the rest of the day. For example, ask after you got up what did you do? Or, work by filling in other time markers (i.e. always take lunch at 1, prayer time, etc).
- Never should a 15 minute increment be left blank. All 24 hours should be accounted for.

Example: In the diagram below, we can see that the respondent was sleeping or resting up till 5:30 am. At 5:30 am they listened to the radio for 30 min, followed by eating breakfast for 15 min and bathing and dressing for 15 min. At 6:30 am they started working in a shop, which they continued for the next one and a half hours.

		Night						Morning					
	Activity	4			5			6			7		
A	Sleeping and resting												
B	Eating and drinking												
C	Personal care												
D	Watching TV/Listening to radio												
E	Work as employed												

Determining Activities

The worksheet is very simple and therefore it might be that something that the respondent has done is not described among the activities. First think if the activity fits in any other of the pre-printed activities. If it does not, then use the category *Other, specify*. Draw the line in the grid and write in the empty space below what you did. Try to describe it in as detailed a manner as possible. If there is more than one activity that fits into the “Other” category, fill in the grid for the one that takes the most time.

Formal **work** and **school** override other activities. Personal care, eating, reading, travelling, etc. during working and school hours is always work/school. However, an official break is recorded as eating, travelling, shopping or whatever has been done. Many activities, like shopping, are linked with **travels**. If such travelling is the longest part of a 15 minutes period, it should be noted as travelling.

Activity	Specification
Sleeping and resting	Includes resting, e.g. trying to sleep.
Eating and drinking	Includes drinking and eating at restaurants and with friends. But eating just snacks at friends or when watching TV is not regarded as the main activity.
Personal care	May include bathing, getting dressed, brushing teeth/hair, etc. Record purchased services like haircutting as “shopping/getting service”.
School	Personal care and shorter breaks during school hours are treated as school.
Work as employed	Includes personal care, eating, traveling, reading, etc. during the working hours which are part of your income generating activities (ie you are sent across town to attend a meeting, or you are reading for work purposes) but excludes commuting to and from work (record under “traveling and commuting”).

Activity	Specification
Own business work	Includes own account work and household related businesses, except farming, fishing and textile work even for selling.
Farming/livestock/fishing	Includes small-scale food production in the garden for own consumption and selling. Includes fishing for own consumption and selling, but excludes fishing just for fun (record as “social activities and hobbies”).
Shopping/getting service (including health services)	Includes paid personal care, like haircutting, visit to the doctor or health facility (obtaining health services), car servicing and banking, etc. Any traveling linked to shopping will be noted as travels.
Weaving, sewing, textile care	Includes textile work for selling and own consumption, but excludes repairing of textiles (note as “domestic work”).
Cooking	Includes time spent getting food at market (but not transport time, which is counted under transport), preparing food to cook, time cooking, and time cleaning up after. Does not include time spent harvesting crops (include in “farming/livestock/fishing”).
Domestic work	Includes all unpaid domestic work such as fetching water and firewood, cleaning, washing clothes and other household chores (excluding cooking). Paid domestic work is counted as “work as employed.”
Care for children/adults elderly	Includes unpaid care for all persons at home as well as outside home. Paid care is counted as “work as employed.”
Traveling and Commuting	Travels to and from work or school. Travel includes all travels, except commuting and travels on working hours. Includes walking if the purpose is not exercising. Longer journeys will be separated by activities like eating, personal care, etc.
Watching TV/listening to the radio/reading	Is often a second activity, particularly outside home, but comes first if just eating snacks or drinking at the same time. Includes all kind of reading, except homework for school and reading at work.
Exercising	All kind of physical sport activities including walking, if the purpose is not moving from one place to another (which is counted as “traveling and commuting”).
Social activities and hobbies	This category captures any social activities, such as sitting with family, visiting friends, talking on the phone with friends, visiting a drinking spot with friends, going to watch sporting activities etc. This category also encompasses conjugal activities if they are not for paid work (otherwise can be captured as “work as employed” or “own business”). Also includes gardening, fishing and other production activities if they are just for fun.
Religious activities	Include attending services, praying or other religious activities/ceremonies. Note that if the individual is a Pastor, Imam or other person that does this as their occupation/work, it should be counted in the “work as employed” category and not as a religious activity.

- **G5.03:** For this question, we want to know how the respondent’s previous day compared to their usual routine.

MODULE G6(A): Individual leadership and influence in the community

The purpose of this module is to get an idea about men’s and women’s potential for leadership and influence in the communities where they live. Again, do not attempt to ensure that responses are the same between the male and female respondent.

- “Public” refers to any setting when people who are not from your family or close friends are present.

MODULE G6(B): Group membership

The purpose of this module is to get information regarding men's and women's access to social capital.

A few things to note:

- Note that groups in the community can be either formal or informal and customary groups.
- Note that being an “active” member of a group should be defined by the respondent (i.e. his/her subjective idea of what being a member constitutes). If asked by the respondent, you may indicate that “active” membership could constitute attending meetings, paying a user fee, holding a leadership position within the group, etc. However, explain that there is too much variation in group type to have a standard definition for an active member so encourage the respondent to use his/her own judgment. Note that “community” is left to the respondent to define and may be groups within his/her own village or encompass a larger geographic range including a nearby village or city.
- Note that many groups have multiple activities. For instance, an agricultural group may have a microfinance component. When this is the case, choose the group category that represents the primary activity. If the agricultural group provides many extension services, including microfinance, then agricultural group, not credit or microfinance group, should be selected. Ask the respondent to describe the group in greater detail if you are unclear.
- A “religious group” may include going to church, the mosque, etc. or being a member of a small prayer or religious discussion group.
- If a certain group is not contextually appropriate, it may be replaced with the appropriate group in the same category; if no replacement exists it may be omitted from the questionnaire. Whether or not to omit a group should be decided during the training; a group should never be omitted when conducting a questionnaire.

At the end of the interview, thank the respondent, then fill up the question on the outcome of the interview (**G1.05** on the cover sheet).

Appendix I: Geographical Codes (Uganda example—to be revised as needed)

District	Sub county	Parish number	Parish name
Iganga	Buyanga Sub County	1	Bulunguli
	Ibulanku Sub County	2	Nsale
	Bulamagi Sub County	3	Bulowoza
	Nakalama Sub County	4	Bukoona
	Namungalwe Sub County	5	Namunkesu
Amaru	Amuru Sub County	6	Acwera
	Amuru Sub County	7	Toro
	Lamogi Sub County	8	Agwar-yugi
	Lamogi Sub County	9	Coke
	Pabbo Sub County	10	Labala
Masaka	Kabonera Sub County	11	Kiziba
	Kyanamukaaka Sub County	12	Buyaga
	Kabonera Sub County	13	Kirimya
	Mukungwe Sub County	14	Kalagala
	Mukungwe Sub County	15	Samalia
Luwero	Bamunanika Sub County	16	Kibanyi
	Kamira Sub County	17	Kaswa
	Zirobwe Sub County	18	Kyetume
	Katikamu Sub County	19	Bukeeka
	Luwero Sub County	20	Kigombe
Kole	Aboke Sub County	21	Akwiridid
	Aboke Sub County	22	Opeta
	Alito Sub County	23	Ayara
	Alito Sub County	24	Apala
	Ayer Sub County	25	Telela

Appendix II: Sampling Protocol (Uganda Example—to be revised as needed)

In order to implement a household survey in 5 rural districts for developing the Women Empowerment in Agriculture (WEA) Index on a pilot basis under the aforementioned study IFPRI has recruited **Associates Research Uganda Limited** through a collaborator agreement to (i) undertake a listing operation (in consultation with LC1 and other administrative party) in selected 25 LCs with average size of 80 to 120 households. If an LC is more than 250 households, the LC will be split using natural/constructed demarcation line (such as by using river/canal or village road) within an LC; (ii) help to revise and finalize the household questionnaires; (iii) pilot test the questionnaires; (iv) hire and train the field supervisors and enumerators; (v) plan, implement and supervise the field work (vi) develop the data entry program, and arrange for data cleaning and entry (vii) provide datasets with documentation of proper variable and value labels. The main purpose of the agreement was to carry out structured face to face interviews of households in Uganda and preparing a survey completion report summarizing the process and steps of the surveys.

Household types are defined as follows:

- Dual adult households are households with both a male and female aged 18 and over;
- Female adult households are households with females aged 18 and over but no males aged 18 and over;
- Male adult households are households with males aged 18 and over but no females aged 18 and over.

The survey will only sample **Dual adult** and **Female adult** households.

These households will be selected from 25 LCs (5 LCs from each of the selected 5 districts of FTF zone of influence). The survey has preselected 5 districts across three geographical areas (North, Central, Eastern) and these are Kole, Amuru, Masaka, Sironko, and Iganga. Paired (male and female) enumerators who are native speakers in the local languages will be selected from each district to carry out fieldwork.

It is decided by the IFPRI that the sample size for the study is 350 households in the dual and female adult households. There will be 14 households from each of the LC with a ratio of 3 female adult only and 11 dual adult households for a total of 14 households per village.

LC Sampling Strategy

Associates Research Uganda Limited will compile a list of LCs in each of the chosen districts and their population. Exactly 5 LCs will be selected per district using the probability proportional to size (PPS) method of sampling based on LC population. Excel sheets with this information will be shared with IFPRI.

Household Sampling Protocol

Upon entering an LC and gaining permission from the LC1 to conduct the survey, enumerators will work with the LC1 or other administrative persons to make a full household listing for the LC including indicators of if the household is a dual adult or female adult household. Since the listing is being conducted on site, a simple technique will be used to obtain the correct ratio sample between dual and female adult households.

Below is a practical example on sample selection procedure that will be adopted in field after the census is completed. Suppose that:

A). Total number of household in the sample LC; in this case is 250.

B). In this case the sample size required is 14 per LC: Adult group “**dual adult**” we have 225 households in the village census with this group of adults we need 11 households from this group;

Adult group “**female adult only**” we have 15 households in the village census with this group of adult and we need 3 households from this group; the rest of the 10 census households are “**male adult only**” group. And this population will be not considered for sampling purpose.

One thing to be noted is that though there would be a continuous census number for each of the households in one LC, still there would be second census number for each of the households with specific adult groups in the households for sampling purpose.

C). So an “Interval” (steps) is estimate by dividing: Total Population in the specific adult group/Sample size.

D). A random number is generated for each of the specific adult group households for each of the LC by using excel worksheet function “rand()”.

E). Then the “Interval (step)” was multiplied by random number “Interval X Random number”, it gave the value for first sampling number (a non-integer number) for first selection for each of the adult group household. Now for the second sampling number the “Interval” value added with first sampling number, for third sampling number again the “Interval value” with second sampling number, and so on until we get all sampling numbers for each of the adult groups.

The census will be listed per LC from 1 to Nth number as long as it is required to number all the listed households in a LC. Then a second census number will be generated for each of the adult group households. As the sampling numbers are non-integer number, to get an integer that corresponds to the listing number of all households the sampling numbers were converted into integer and added “1” to get the household sample number.

Below is a worksheet of practical example on sample selection procedure adopted in field after the census is completed.

Sampling Worksheet for on-site sample selection of Households

Selection procedure for sampling 14 households from a 250 household census in a village: In the sampling 240 households are there in the specific adult group.

Adult groups—>			Dual Adult	Only Female Adult
A	Total number of Households	Total Census in the village:	225	15
B	# HH to be selected	<i>Given sample size for specific age group</i>	11	3
C	Step	Step = A/B:	20.45	5.00
D	Random number	<i>Given random number for the calculation:</i>	0.164	0.339
E	First selection	Selection 1 = C X D [Step x Random #]:	3.354545	1.695000

Adult groups—>

Selection Number	Formula of Selection	Dual Adult		Only Female Adult	
		Selected numbers	Final Selection (list no) integer +1	Selected numbers	Final Selection (list no) integer +1
Selection # 1	E:	3.354545	4	1.695000	2
Selection # 2	Selection 1+step:	23.809091	24	6.695000	7
Selection # 3	Selection 2+step:	44.263636	45	11.695000	12
Selection # 4	Selection 3+step:	64.718182	65		
Selection # 5	Selection 4+step:	85.172727	86		
Selection # 6	Selection 5+step:	105.627273	106		
Selection # 7	Selection 6+step:	126.081818	127		
Selection # 8	Selection 7+ step:	146.536364	147		
Selection # 9	Selection 8+ step:	166.990909	167		
Selection # 10	Selection 9+ step:	187.445455	188		
Selection # 11	Selection 10+ step:	207.900000	208		