



# UGANDA BUREAU OF STATISTICS



THE REPUBLIC OF UGANDA

## UGANDA NATIONAL PANEL SURVEY

**2011/12**

### **DRAFT** **Interviewer Manual**

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## **TABLE OF CONTENTS**

TABLE OF CONTENTS.....	2
PART A. Introduction to Uganda UNPS and Data Collection Methodology .....	4
1. Background and Introduction .....	5
1.1. Background to the Uganda National Panel Survey.....	5
1.2. Survey Objectives.....	5
1.3. Survey Design.....	6
1.4. Survey Organisation.....	6
1.5. Computer Aided Personal Interview Technology .....	7
2. The Role of An Interviewer.....	8
2.1. How to Approach the Public .....	8
2.2. Field Equipment .....	9
3. Using Your UMPC .....	9
3.1. Safety Precautions .....	10
3.2. Getting started .....	12
3.3. How to operate the UMPC.....	13
3.4. Using the Battery .....	16
4. Guidelines for Electronic Data Collection.....	17
4.1. Managing the Equipment .....	18
4.2. CWEST Key Features .....	20
4.3. Survey Routine .....	21
4.4. CWEST Guidelines and Functions .....	22
4.5. Key Questionnaires Forms .....	41
4.6. Question Specific Guidelines' (QSG) report .....	45
4.7. Software update if required.....	48
4.8. Summary of important things to remember when using CWEST technology .....	48
PART B. Administering The Socio-Economic Survey Questionnaire – Household and Women's Module	50
1. Completing the Electronic Questionnaires .....	51
1.1. Coding answers .....	51
1.2. Skip patterns .....	51
1.3. Completeness.....	51

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2. Getting Started .....	52
2.1. Form S1 .....	52
2.2. Form S .....	53
Form X2 – Households to be Visited .....	54
3. Form F: Home page .....	56
3.1. Purpose: .....	56
4. Form C – Household Visit Screen .....	56
5. A GUIDE TO THE HOUSEHOLD QUESTIONNAIRE – T-Forms.....	58
5.1. Tab T1 – START SCREEN .....	58
5.2. Tab 2 – Roster .....	58
Tab 3 – Member Details .....	68
5.3. tab3g – Women.....	104
5.4. Tab 4 – Housing Details and Energy Use.....	105
5.5. Tab 5 – Housing Income and Assets .....	109
5.6. Tab 6 –Consumption .....	117
5.7. Tab 7 –Miscellaneous.....	126
Tab 7b – Welfare and Food Security .....	127
5.8. Tab 7c – Transport Services and Road Infrastructure.....	128
5.9. Tab 8 – Link to Agricultural Questionnaire .....	129
5.10. Tab 9 – Finish .....	130
PART C .....	131
ANNEX 1. CODES FOR STAYING IN HOUSEHOLD FOR LESS THAN 12 MONTHS .....	131
ANNEX 2. CODES FOR HIGHEST EDUCATION LEVEL ATTAINED .....	132
ANNEX 3. CODES FOR CURRENT SCHOOLING STATUS .....	133
ANNEX 4. ETHNICITY CODES .....	134
ANNEX 5. INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO) .....	135
ANNEX 6. INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION (ISIC).....	144
ANNEX 7. CODES FOR UNIT OF QUANTITY .....	152
ANNEX 8. DISTRICT & COUNTRY CODES .....	153

# PART A. INTRODUCTION TO UGANDA UNPS AND DATA COLLECTION METHODOLOGY

## Purpose:

PART A of this manual provides:

1. An introduction to the Uganda National Panel Survey (UNPS);
2. An introduction to your role in the panel survey;
3. Guidelines on the use of Ultra-Mobile PCs; and,
4. Guidelines on the use of CWEST Survey Software

## Layout:

**Chapter 1** provides an introduction to the survey and **Chapter 2** discusses your role within the survey. This wave of the UNPS will involve implementing the Household and Women's modules using Computer Aided Personal Interviews (CAPI) using the CWEST Survey Software. The remainder of the instruments (Agriculture, community and markets) will be carried out on paper for the first six months of this wave, and then migrated to CWEST. Therefore the remainder chapters in this part focus on introducing the hardware and software to be used for this survey.

**Chapter 3** introduces the Ultra Mobile Personal Computers that the interviewers will be using to collect data and describes how to use these UMPCs safely and properly. Finally,

**Chapter 4** guides the interviewer through the use and functionality of the CWEST Survey Software into which the survey data will be entered.

It is recommended that the interviewer:

1. Carefully and thoroughly read all of PART A;
2. Then using a UMPC practice all of the functions described in Chapter 3;
3. Finally, using your UMPC explore the basic functionality of CWEST

## **1. BACKGROUND AND INTRODUCTION**

### ***1.1. BACKGROUND TO THE UGANDA NATIONAL PANEL SURVEY***

Uganda has experienced strong economic growth over the past two decades, and has made great strides towards improving the quality of life and access to services of the population. In order to continue to promote pro-poor economic growth, the Government of Uganda (GoU) is currently developing the National Development Plan (NDP) and a Joint Budget Support strategy as part of the implementation of the National Strategy. The GoU recognizes the need for adequate data collection to effectively monitor outcomes of the National Strategy and, as part of this effort; the Uganda Bureau of Statistics (UBOS) is implementing a new Uganda National Panel Survey (UNPS), which entails a multi-topic panel household survey beginning in 2009.

Unlike most countries in sub-Saharan Africa, Uganda has conducted a number of well-executed nationally representative cross-sectional household surveys since 1989. This includes the Uganda National Household Survey (UNHS) program, of which the most recent one is the 2005/06 UNHS. In addition, UBOS has some experience with conducting panel household surveys; about one-third of the households in the UNHS 1999/2000 were revisited in the UNHS 1992/93.

One of the primary uses of the UNPS will be to inform policy in advance of the Budget; therefore running the data collection as a continuous process on a calendar year cycle will allow descriptive reports to be ready in time for the initial work on sector budget framework papers.

### ***1.2. SURVEY OBJECTIVES***

The UNPS aims at producing annual estimates of outcomes and output in the key policy areas and at providing a platform for the experimentation and assessment of national policies and programs.

Explicitly, the objectives of the UNPS include:

1. To provide information required for monitoring the National Development Strategy, of major programs such as NAADS and General Budget Support, and also to provide information to the compilation of the National Accounts (e.g. agricultural production);
2. To provide high quality nationally representative information on income dynamics at the household level and provide annual information on service delivery and consumption expenditure estimates to monitor poverty and service outcomes in interim years of other national survey efforts, such as the UNHS, Uganda Demographic and Health Survey (UDHS) and National Service Delivery Surveys (NSDS);
3. To provide a framework for low-cost experimentation with different policy interventions to e.g. reduce teacher absenteeism, improve ante- and post-natal care, or assessing the effect of agricultural input subsidies;
4. To provide a framework for policy oriented analysis and capacity building substantiated with the UGDR and support to other research which will feed into the Annual Policy Implementation Review; and

5. To facilitate randomized impact evaluations of interventions whose effects cannot currently be readily assessed through the existing system of national household surveys.

### **1.3. SURVEY DESIGN**

The UNPS is scheduled to be carried out annually over a twelve-month period on a nationally representative sample of approx. 3000 households. This is to ensure a continuous recording of household consumption and expenditures and changes occurring thereof. The survey will be conducted in two visits in order to capture the two cropping seasons of the country. The UNPS will therefore interview each household twice each year, in visits six months apart.

The UNPS initial sample will be a subset of about 3,220 households, selected from the 7,426 households visited during the UNHS 2005/06. This initial sample will be visited for two consecutive years (2009/10 and 2010/11) after which, parts of the sample will start to be replaced by new households extracted from the updated sample frames developed by UBOS from the 2012 census.

The UNPS will also fit within the Long Term Census and Household Survey Program and therefore both the questionnaire and the timing of data collection will be coordinated with the current surveys and census produced by UBOS. For example, the proposed National Census (UPHC) in 2012 will provide an excellent opportunity to reweigh the sample and improve the quality of the UNPS data. Additionally, the Agricultural Census which is currently being fielded will provide a valuable baseline for the agricultural data collected in the UNPS.

To suit its multiple objectives, the UNPS will be comprised of a set of survey instruments. Specifically, there will be the following questionnaires:

- 1) Household Questionnaire: Core and rotating modules
- 2) Agriculture Questionnaire (for the subset of UNPS households engaged in agricultural activities)
- 3) Price Questionnaire
- 4) Community / Facility Questionnaires for schools, health facilities and other facilities (potentially conducted on a rotating basis and not in every year of the UNPS)

### **1.4. SURVEY ORGANISATION**

The UNPS is a comprehensive survey involving several agencies and many individuals. The Uganda Bureau of Statistics (UBOS) has the major responsibility for conducting the survey. The planned structure of the implementation of the UNPS is as follows:

The UNPS will comprise of annual data collection over a period of 12 months. In order to collect accurate information for each of the two agricultural seasons, two visits to the same household will be carried out by the UNPS field teams in the course of 12 months. Assuming that the two visits will be carried out to all the households in the UNPS 2009, all households will have to be visited within a 6-month period. During each visit, respondents will be asked full information about the last completed (long or short) agricultural season and possibly partial data on the on-

going agricultural season e.g. input purchases to date, area and crops planted, etc. This latter information will be fed forward to the next interview.

The process of feeding-forward will be made easier by conducting Computer Assisted Personal Interviews (CAPI) using CWEST© Survey Software, described in the next section. The consumption module will be administered to half of the sample in each semester.

### **1.5. COMPUTER AIDED PERSONAL INTERVIEW TECHNOLOGY**

#### **1.5.1. WHAT IS CAPI?**

**Computer-assisted personal interviewing (CAPI)** is an interviewing technique that replaces traditional paper and pen based interviewing (of Paper-Assisted Personal Interviewing, PAPI). Instead of the interviewer reading questions from and entering the responses on to a paper questionnaire, the questionnaire is programmed into specialist CAPI software on a mobile computer.

#### **1.5.2. WHY USE CAPI?**

There are many reasons why surveys are now being conducted using CAPI and why CAPI is preferred to PAPI by many research organisations. Just a few of these reasons include:

1. CAPI software can be programmed to include the coding for all answers so interviewers no longer have to look through the questionnaire and manuals to find the right code, all they need do is select the response from a drop down list;
2. Similarly, question instructions can be programmed into the computer so that the interviewer has easy access to more information;
3. Skip patterns are automated, so the interviewer does not have to think about which questions should or should not be answered and the risk of missing required questions is drastically reduced;
4. CAPI software can validate answers during the interview catching many errors whilst the interview is going on rather than the interviewer has left the household or worse when the team has return to base;
5. As data is entered during the interview the survey does not need a separate data entry phase and data can be transmitted through the internet to HQ at the end of each day allowing survey managers instant access to data;

#### **1.5.3. INTRODUCTION TO CWEST**

UBoS has selected the CWEST (Capture With Enhanced Survey Technology) survey software toolkit for the UNPS survey, which has been used extensively in Tanzania, Kenya, South Africa and Maldives for similar surveys and has proven to capture high quality data. In the first CAPI based UNPS, the Household (incl Women's) Modules will be collected using CWEST

whilst the Agriculture, Community and Markets modules will remain on paper for now but will be converted to CAPI in the coming months.

CWEST brings interviewing, data entry, data quality check and data export together in one place. Using Ultra Mobile PCs (UMPCs) CWEST allows for survey teams to benefit from instant and accurate data collection.

In the coming chapters, Interviewers are provided with detailed guidelines on the proper and safe use of Ultra Mobile Personal Computers (UMPCs) and on the use and functionality the CWEST survey software.

PART B of this manual then leads the interviewer in step by step manner through the UNPS question including guidelines on how to complete the questionnaire in CWEST.

## **2. THE ROLE OF AN INTERVIEWER**

Your job is to interview the sampled households in the Enumeration Area (EA). Your task is to ask questions and to record the answers that are required. You must make every effort to obtain complete and accurate answers and then to 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 all adults to give you such information about themselves and other members of the household.

### ***2.1. HOW TO APPROACH THE PUBLIC***

Act as though you expect to receive friendly cooperation from the public and behave as though you deserve it. Before you start work, introduce yourselves to the LC1 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; having explained the purpose of the survey and what it is about, and having answered all the questions about the survey that people may ask.

During the interviewing, 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 to obtain the correct answers.

Someone may refuse to be interviewed. Almost always this is because of a misunderstanding. Remain courteous. Stress the importance of the survey and 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.

## **2.2. FIELD EQUIPMENT**

The interviewer will have to carry and will be responsible for the safety and security of a range of an Ultra-Mobile Personal Computer (UMPC) and related equipment in addition to the usual equipment. On the UNPS survey the interviewer will carry:

- This manual and other survey manuals
- UMPC
- UMPC Stylus pen
- UMPC bag
- UMPC batteries
- Field bag
- UMPC screen cleaning tissue
- Rain coat/ poncho large enough to cover the interviewer and bag containing the equipment
- Global Position System (GPS) Unit
- Stationery
- Anthropometric equipment
- Identity cards
- Personal Questionnaire Review Booklet

## **3. USING YOUR UMPC1**

A Ultra Mobile Personal Computer, or UMPC, functions in a very similar way to a normal computer. The main difference is that as the UMPC is designed to be handheld, it does not come with a keyboard, mouse or other peripherals. Instead, the UMPC has a **Touch Screen** that can be operated with a **stylus pen** or with your **fingers**.

The following section of the manual explains how the UMPC works and how to take proper care of it in the field.

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1 This section describes how to use a Samsung Q1 Ultra UMPC used in the UNPS Survey 2011.

### **3.1. SAFETY PRECAUTIONS**

Before turning to the discussion on how to use the computer, however, please read the safety instructions below very carefully. It is of upmost importance that you do so to ensure the safety and security, and to prevent damage to the UMPC whilst it is in your care.

#### **3.1.1. USE RELATED**

- Operate the touch screen LCD following the instructions below, i.e. **ONLY** by use of the **Stylus Pen** or your **fingers**. **NEVER** use any other object, as sharp objects may scratch or damage the LCD surface.
- Use the computer with special care. Avoid dropping the computer or any of its parts and do not put heavy objects on top of it. Take particular care not to drop the product when using the computer on the stand.
- Keep the UMPC and all its attributes out of reach of children. Take particular care with the Stylus Pen. Children may injure themselves by swallowing it or damaging their eyes. Keep this always in mind while visiting a household.
- Do not place a candle, lighted cigar, etc. over the product.
- In case of lightning, immediately turn the system off and disconnect the power cord from the wall outlet.
- Do not connect any devices to the connectors or ports of the computer, unless you have been permitted to do so by your supervisor.
- When the computer is used for a long time, an ‘odd’ smell may arise. Ventilate the room frequently and use the computer carefully.
- Only use computer parts (e.g. batteries) given to you by your supervisor.
- When moving the product, turn the power off and separate all connected cables first. Failing to do so may damage the product or cause users to trip over the cables.
- For cleaning the UMPC screen, only use the cloth provided to you by your supervisor. Using a cleansing solution or chemical not explicitly developed for computer use may damage the product.
- Avoid damaging the data on a hard disk drive. A hard disk is extremely sensitive to external impact and may cause data loss on the surface of the disk. Possible causes of data loss:
  - Due to an external impact to the disk while assembling or disassembling the computer.
  - When the computer is turned off or reset by a power failure while the hard disk drive is in operation.
  - Moving the computer or any impact caused to it while the hard disk drive is in operation, may damage the data on the hard disk drive.

### **3.1.2. POWER RELATED**

- Do not touch the power cord with wet hands, as there is a danger of electric shock.
- If the power cord or power outlet makes a noise, disconnect the power cord from the wall outlet and contact the supervisor, as there is danger of electric shock or fire.
- Do not use a damaged or loose power cord or power outlet.
- Plug the power cord into the power outlet firmly. Failing to do so may cause fire.
- Do not unplug the power cord by pulling only the cable. If the cord is damaged, this may cause electric shock.
- Do not bend the power cord excessively and do not place heavy objects on the power cord
- Keep the power cord out of the reach of infants and pets.
- If water or another substance comes into contact with the power input jack or into the computer, disconnect the power cord and contact your supervisor.
- Keep the power cord and power outlet clean.
- Never disassemble parts (e.g. the power supply or AC adapter). There is a danger of electric shock. If the UMPC does not work properly, the interviewer needs to contact the supervisor.
- Do not block the ports (hole), vents, etc. of the product and take care not to insert any alien substances into the product.
- Do not touch the antenna and power outlet, as there is a danger of electric shock.

### **3.1.3. BATTERY USE RELATED**

- Do not dispose of non-functioning batteries. Carry them with you and take them back to the headquarter office. Failing to do so may cause fire or an explosion.
- Do not throw or disassemble the battery, as this may cause injury, fire or an explosion.
- Avoid contact with metal objects such as car keys or clips when storing or carrying a battery. Contact with metal may cause excessive current and high temperature and may damage the battery or cause fire.
- Do not place the battery into a fire or heat it, as there is a danger of fire or explosion.

### 3.2. GETTING STARTED

Keeping all the above precautions in mind, you are now ready to start getting familiar with the UMPC. This section will teach you all the basic things you need to know in order to be able to use it in the field for surveying purposes. We recommend you to also carefully read appendix C in which a more detailed discussion of all UMPC features can be found.

Much of the below is drawn from the manual of your equipment or similar equipment.

#### 3.2.1. TURNING THE UMPC ON AND OFF

##### 1) Turning the UMPC On



Make sure that you switch the Power switch down as shown above to turn on the computer.

##### 2) Turning the UMPC Off

###### Turning the computer off

- 1 Click the **start** button ( ) on the taskbar.
- 2 Click **Turn Off Computer**.



- 3 Click **Turn Off**.



 When the system cannot be shut down due to a system error, turn it off by sliding and holding the **Power Switch** for more than 4 seconds.

After that, when turning it on by sliding the Power Switch, the disk checking program may launch.

##### 3) Turning the computer on Stand By

If you will not be using the computer for a very short while, you may not want to shut down the computer. In that case, however, please do turn the computer on Stand By in order to save battery life.

1. Click the **start** button on the taskbar.
2. Click **Turn Off** the Computer
3. Click **Stand By**

### **3.3. HOW TO OPERATE THE UMPC**

As mentioned above, the UMPCs do not usually have a built-in keyboard or mouse. Normally UMPCs work using a touch screen LCD with either a **Stylus Pen** or your **fingers**. **DO NOT use any other object**, as they may scratch or damage the surface of the LCD Screen.

**Note**, in the case of the Samsung Q1 Ultra an alternative 2 piece keyboard does comes with the UMPC which can be used instead of the touch screen.

#### **3.3.1. REMOVING THE STYLUS PEN FROM THE COMPUTER:**

Pull the Stylus Pen upwards and out.



To use the Stylus Pen, take the Stylus Pen out of the Stylus Slot,

When finished, **return the Stylus pen to the Stylus Slot!** We emphasize that it is **VERY** important not to forget this, since it is the only object that can be used to operate the UMPC. Please, double check this before you leave a place each time after using the UMPC.

#### **3.3.2. STYLUS PEN FUNCTIONS:**

<b>Mouse</b>	<b>Stylus Pen</b>	<b>Function</b>
Single-click	Single-tap	Single-tap with the pen to select an item.
Double-click	Double-tap	Double-tap with the pen to run an item.
Right-click	Press and Hold	Press and hold for more than 3 seconds with the pen to display the Pop-up menu.
Drag	Drag	Press an item and drag it with the pen to move the item.



#### **3.3.2.1. ENTERING TEXT:**

During the survey, you will often have to enter text in the UMPC.

You can enter text by using the **Tablet PC Input Panel**.

The Tablet PC Input Panel is an on-screen letter input pad provided by Windows. With this method, letters are entered by use of the Stylus Pen. There are three ways in which letters can be entered using the Tablet PC: With the Writing Pad, with the Character Pad, and with the **On-Screen Keypad**. In practice, for your purposes we suggest only using the

On-Screen Keypad while entering responses of respondents, and the Writing Pad for entering comments in the Windows Journal.

To open the Tablet PC Input Panel, click on the Tablet PC Input Panel (  ) icon on the taskbar. A picture of the Tablet PC Input Panel is displayed below.

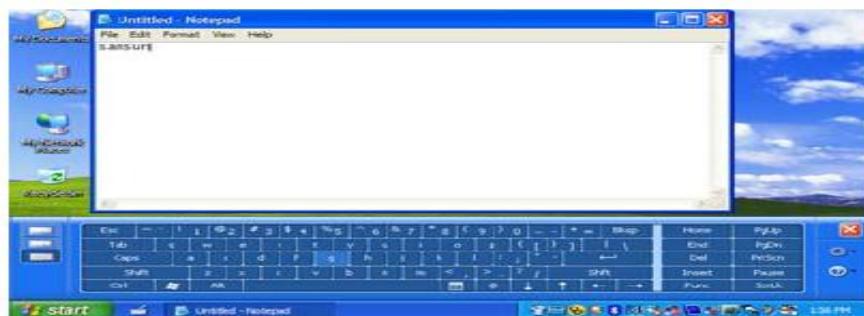


#### **Entering text using the On-Screen Keyboard**

The On-Screen Keyboard displays a standard keyboard on the screen. Text is entered by pressing the corresponding keys on the screen.

To use the On-Screen Keyboard, follow these steps:

- 1 Open the Tablet PC Input Panel and an editing program.
- 2 In the **Tablet PC Input Panel**, click the **On-Screen Keyboard** icon (  ).
- 3 Select letters using the Stylus Pen.



(Note that in the figure the Programme Notepad is opened only for demonstrative purposes)

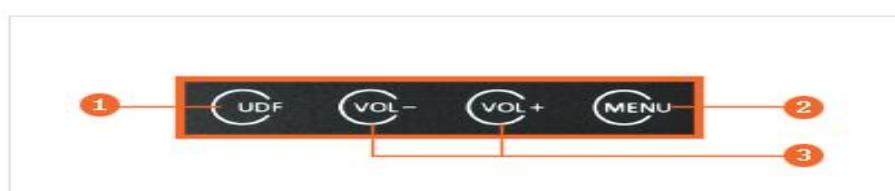
We recommend that you **close the Tablet PC Input Panel each time right after using it**, since it may hide important information on the screen. Ignoring this advice may lead you to miss important questions of the questionnaire.

#### **3.3.3. VOLUME CONTROL**

You can control the volume with the Volume Control button at the top right of the computer or with the Volume Control programme.

#### **3.3.4. USING THE MENU BUTTON**

The menu button can be found in the top right of the UMPC



1. UDF
2. MENU
3. VOL-, VOL+



The following figure discusses those functions in the menu that may be relevant for you purposes:

Menu Items	Function
<b>Brightness Up</b>	This increases the LCD brightness by one step.
<b>Brightness Down</b>	This decreases the LCD brightness by one step.
<b>Wireless LAN ON (OFF)</b>	Turns the Wireless LAN on or off.
<b>Sound ON (OFF)</b>	Turns the volume on or off.
<b>Backlit OFF</b>	Turns the LCD backlight off. Press a point on the screen once to turn it on again.
<b>Battery</b>	Shows the remaining battery charge.
<b>Rotation</b>	Whenever this item is pressed, the screen rotates by 90 degrees to the left.  ! When rotating the screen, a part of the screen image may not be displayed in some software programs.

Three functions are especially important for your purposes:

1. You may need to use the **Brightness Up button**, especially when you are using the UMPC outside in **daylight**. You will notice that you will not be able to see the screen when you switch on the computer in natural daylight, until you have increased the LCD brightness. However, once inside in a house, decrease the brightness again in order to expand battery charge.
2. You should **switch the sound off before visiting a household**, because the sound may bother the household members.
3. Make sure that you **frequently check the remaining battery charge**. Do so especially **before the interview** starts and try to avoid changing the battery whilst visiting the household.

### 3.3.5. THE QUICK LAUNCH BUTTON (USER DEFINED BUTTON)



The Quick Launch Button launches a prior registered programme just by pressing this button.

### **3.3.6. THE HOLD SWITCH BUTTON (COMBINED WITH POWER SWITCH)**

When sliding the HOLD switch into the HOLD position (upwards), no buttons will work. To use the computer again, slide the HOLD switch down. You might have to use this UMPC feature on the field in case you will not be using the UMPC for a very short time interval (for instance during listing).

### **3.3.7. WINDOWS JOURNAL**

While interviewing, you may want to write down some comments to your supervisor in order not to forget them. Useful for this purpose is **Windows Journal**, an electronic sheet on which you can write anything you want, by use of your stylus pen. The advantage is that you can use your stylus pen in the same way as you would use a standard pen. We recommend you to ask your supervisor to install the quick launcher button in such a way that one button launches the Windows Journal. We also recommend you to keep this notebook open (though minimized) throughout the interview, so that you can immediately write down anything unusual you encounter. The Windows Journal is also very useful for adding comments in the comments box of each questionnaire. You can copy then into the comment box once you are finished.

## **3.4. USING THE BATTERY**

### **CHARGING THE BATTERY USING STANDARD ELECTRICITY:**

- 1** Attach the battery and connect the AC adapter to the DC-in jack of the computer.  
The battery will then be charged.
- 2** When charging is complete, the Charge LED turns green.

Status	Charge LED
Charging	Amber
Charging complete	Green
AC adapter not connected	Off

Once on the field, electricity is often unavailable. Hence, it is important that you carry a spare battery, that you are able to replace them, and that you frequently monitor the Battery Charge.

### **REMOVING AND ATTACHING A BATTERY:**



Double check if the battery latch has been moved inwards!

**MONITORING THE BATTERY CHARGE:**

It is important that you frequently monitor the Battery Charge, BEFORE the interview takes place, and DURING the interview, to make sure that you do not run out of battery while interviewing a household.

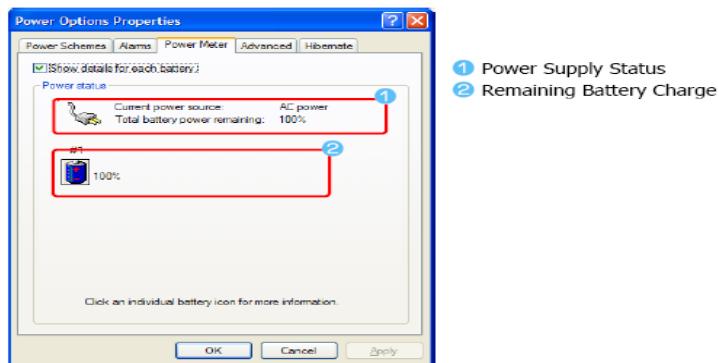
**VIEWING THE BATTERY CHARGE FROM THE MENU BUTTON**

Press the **Menu** button and select **Battery**.



**VIEWING THE BATTERY CHARGE FROM THE CONTROL PANEL**

Select the **Start > Control Panel > Performance and Maintenance > Power Options > Power Meter** tab.



**BATTERY WARNING**

- An alarm will sound when the remaining battery charge reaches below 10%. In this case, connect the AC adapter or turn off the computer and install a fully charged battery.
- When the remaining battery charge is under 3%, the computer automatically saves the current work and turns off. These settings may differ according to the settings in the **Control Panel > Performance and Maintenance > Power Options > Alarms** tab.

## **4. GUIDELINES FOR ELECTRONIC DATA COLLECTION**

Electronic Data Collection requires many of the same skills and knowledge as paper data collection such as attention to detail, good interviewing techniques etc, but in addition the interviewer will need to understand how the CWEST software works and the correct procedures for the using both the computer software and hardware.

To use CWEST, the interviewer will need to learn a number of procedures, which will include:

1. How to use a UMPC (see previous chapter)
2. Equipment Handover
3. Conducting the interviews
4. Validating your work

5. Giving Feedback
6. Battery Charging
7. How to install software updates
8. Backing up your data

The following sections provide a general introduction to using CWEST and the various procedures that need to be followed. In **PART B**, the UNPS questionnaire is described in detail with instructions on how to complete the UNPS questionnaire using CWEST.

The interviewer should first fully understand the previous section on the operation of the UMPC device. The following sections then describe how to manage field equipment in a CWEST based survey and describes the functionality of the CWEST software.

#### **4.1. MANAGING THE EQUIPMENT**

When you are in the field it will be your responsibility to take care of all field equipment and to support the Supervisor as required in ensuring the equipment is ready at the start of the day.

##### **4.1.1. HAND-OVER PROCEDURE**

Each morning and each evening of a working day, the interviewer equipment gets handed over from the supervisor to the interviewer (morning) and from the interviewer to the supervisor (evening). The following objects typically need to be handed over each time:

- Your UMPC including accessories:
  - Your stylus pen
  - UMPC cover
  - UMPC bag
  - Batteries
  - Other accessories e.g. cleaning cloth

##### ➤ GPS Unit

The main reasons for handing over the UMPC equipment to the supervisor in the evening is that he/she needs:

1. To transfer the data from your UMPC to his/her equipment for questionnaire review and later for transfer to the head quarters
2. To charge the batteries
3. To install the latest software updates on the UMPCs, if required

Items handed over will be checked off against an equipment checklist, shown below:

**Figure 1 – Example Hand-Over Checklist**

<b>DATE handing over SUPERVISOR to INTERVIEWER</b>	
<b>DATE handing over INTERVIEWER to SUPERVISOR</b>	

Interviewer ID	Hand-over Direction	UMPC	UMPC	UMPC	Batt.	Cleaning <small>screen</small>	Stylus	Signature recipient	Comments
1	SUP → INT								
	INT → SUP								
2	SUP → INT								
	INT → SUP								

Once you have an item in your possession, it is your own responsibility to take good care of it. It is also your own responsibility to check whether the items you received are in the same condition as in which you handed it over the previous time. If an object has been handed over, but not in the same condition as the previous time, the item needs to be checked in the list, but a comment about the damage you encountered needs to be made before providing your signature. In case an object is missing, you should NOT check that item in the list and provide a comment about it instead.

#### **4.1.2. BATTERY CHARGING PROCEDURE**

Battery charging will typically be the supervisor's responsibility. However, the supervisor may ask the interviewers for assistance in this important task. Battery charging will vary depending on the equipment being used and the setting. There will be typically 3 situations:

1. **Mains Charging:** all the units will be placed in one room and charged through the mains via SURGE PROTECTED adapters. Surge protection is important due to the unreliability of electricity supplies around the world.
2. **Solar Charging:** Typically the driver will have set up solar units to charge large lorry batteries. At the end of the day, these batteries are connected to an inverter. This is then used to charge the units as if on mains power.
3. **Generator Charging:** Using the same set up at the Mains Charging, the Supervisor will charge the UMPCs using a generator.

You may be using additional 'battery packs' which will plug into the electricity input of the UMPC, the UMPC charger itself will plug into the battery pack rather than straight into the

UMPC. This way you will be charging the UMPC battery and the battery pack at the same time.

#### **4.2. CWEST KEY FEATURES**

Conducting CWEST questionnaires differs in many ways from conducting traditional paper and pen interviews. This section briefly mentions some important aspects of CWEST interviews.

##### **4.2.1. AUTOMATIC SKIPS**

In order to have a logical order in filling in the Questionnaire, it has been designed with a system of skips that allow you to follow the logical sequence of questions based on the responses to questions already provided. In some cases, a certain question will no longer apply based on a previous reply. In this case, an automatic **skip disables** that specific conditional field, which then becomes **grey instead of white**. It is impossible to make an entry once the field is disabled, i.e. once it is grey. **Disabled (grey) fields must be left blank, while enabled (white) fields, must be filled in!**

Section 4.4.10 in this manual discusses the skip pattern in more detail. It is important to note here already, however, that you should ALWAYS follow the skip pattern: make an entry in ALL enabled fields while leaving all disabled fields blank.

##### **4.2.2. VALIDATION CHECKS**

After finishing each interview, the interviewer must verify that all the sections of the Questionnaire have been correctly completed. A huge advantage of the UMPC is that many inconsistencies and/or missing fields are automatically detected by the software once you activate the validation checks during the interview. How exactly this is done will be discussed in section 4.4.6.

It is very important that you carry out this validation procedure and to immediately make the necessary changes in case the alert report lists some error alerts. Note, however, that **YOU SHOULD NOT MAKE ANY CHANGES IN THE COMPLETED QUESTIONNAIRE WITHOUT ASKING THE RESPONDENT THE QUESTIONS AGAIN**, unless the supervisor asks otherwise.

It may be that not all inconsistencies are automatically detected by the programme, however. Hence, it is important to also go through the questionnaire and to verify that all sections have been correctly completed. This should be done immediately after each interview, before handing over the UMPC to the supervisor, and –most importantly- before leaving the area that interviews are being carried out in.

##### **4.2.3. WRITING COMMENTS**

Before commencing another interview or finishing for the day, write comments in the comments box (cf. section 4.4.20) in case something unusual has occurred. These comments can be of any kind, depending on the survey type.

In order to minimize the time spent at the household, we recommend you to note down all the possible comments that you think of during the interview in the Window Journal (cf. section 3.3.7). Afterwards, once you have left the household, you can take your time to copy

the comments into the comment section, which may be a bit more time consuming. You can then delete the files in the Window Journal afterwards.

#### **4.2.4. CHECKING YOUR BELONGINGS**

Before leaving the interview, the interviewers must double check whether they have all their issued equipment. The typical kit list is listed in section 2.2 above.

### **4.3. SURVEY ROUTINE**

#### **4.3.1. SUPERVISOR DATA COLLECTION AND REVIEW**

Each evening of a working day, the supervisor collects the data from each UMPC (typically by flash drive) and collates it onto his/her own equipment. Using various software tools and reports, the supervisor can then check the data and list any issues to resolve with the interviewers before the next day's interviews.

Note that records will only be transferred once, unless interviewers have been asked by the supervisor to edit a specific interview, in which case it will be transferred again once the required changes are made. Hence, interviewers should NOT change ANY data after the first transfer, unless the supervisor asks you to do so. The supervisor will have the 'live version' of the record, which means that he/she decides who will make changes, if necessary.

Questionnaire Review Booklets may be used to formalise feedback from supervisors on interviewer performance and remedial action required up reviewing the survey input. Each interviewer will then have a Questionnaire Review Booklet as part of their equipment to be handed to the supervisor each evening and collected in the morning.

#### **4.3.2. EVENING FEEDBACK DISCUSSION**

An opportunity to capture feedback and any problems encountered with using the equipment (along with general feedback on the survey itself).

The supervisor can clarify any problems had by the interviewers along with the interviewers reporting discrepancies or uncertainties. If there are any difficulties with the software, the Team Leader should contact Headquarters.

#### **4.3.3. BACKING UP YOUR DATA**

To ensure that data does not get lost in the (hopefully rare) case that your computer crashes, EDI has developed a backup system in all its CWEST survey programmes. Consult your supervisor in case you have lost data. He/she will then assist you in restoring the data, details of which are discussed in section 4.5.1.

#### **4.3.4. INTERVIEWER MONITORING**

Another huge advantage/improvement of using CWEST is that each action the interviewer undertakes is electronically registered. Hence, it can easily be verified whether the interviewer performs his/ her tasks according to requirements. For instance whether he/she follows all

questions in the required sequence, at the required speed, at the required moment on the required day, etc. As interviewer work is continuously monitored and evaluated by both the supervisor and the project management team at the head quarters, it is important for interviewers to listen to the advice given and follow all instructions given.

#### **4.4. CWEST GUIDELINES AND FUNCTIONS**

CWEST typically uses specific **tools** such as letters, numbers, skips, colours and arrows (►) to guide both the interviewer and the data user through the forms.

For the interviewer, more specifically, these tools facilitate finding all the fields for which an entry needs to be made, and especially to identify the sequence in which this should happen. This section of the manual will discuss these different tools. New features may be added, others may be deleted. Hence, it is more important that you understand the general tools used in the electronic survey, rather than learning the setup of the forms by heart without understanding the logic behind them. Therefore, please read this part of the manual very carefully.

##### **4.4.1. QUESTION IDENTIFICATION SCHEME**

To start, it is important that you understand the question identification scheme (based on letters and numbers), which is very useful for communication purposes. It may happen that an interviewer wants to communicate an issue concerning a specific survey question to his supervisor. Instead of referring to questions in full words as they appear on the forms, we recommend using the *question identification scheme*, which is developed especially for communication purposes. This section will discuss in detail how to code a specific question. **It is important that you understand this scheme and that you apply it as such.**

In short, the question identification scheme is based on the *form* location of the survey questions in the electronic survey version. Important here is the *form identification scheme*. Questions on a traditional paper questionnaire are often grouped into sections (and may be placed on separate sheets of paper). Similarly, questions in CWEST Questionnaires are usually presented on different electronic *forms* (i.e. the electronic equivalent of a sheet of paper). Each form has a purple identification code, consisting of letters and often also numbers, which can each time be found in the upper left corner of the form.

For example, the identification code of the form below is T5A.

Once you understand the form identification code scheme, understanding the question identification scheme is straightforward.

Each question code is composed by

The identification code of the form on which the question is located + Q + The exact number of the question, as it appears on the form

So in the previous example, question 2 “Has the Household received any income from {...} in the past 12 months?” should be referred to as T5aQ2.

One *special case* in the form identification code scheme is the so called *Tab form*, i.e. the main body of the Questionnaire, consisting of different *tabs*. The Tab form contains all questions of the Questionnaire. Section 4.5.5 discusses this form in more detail. Important for now is that this main body has an identification code and is subdivided into several *tabs*. Example from a previous household survey using CWEST technology:

The screenshot shows a software interface for a household survey. At the top, it displays "Household number 1073001601" and the name "Okua Moses". Below this, there is a horizontal bar with several tabs: "Start", "Roster", "Member Details", "Housing Details and Energy Usage", "Housing Income and Assets", "Consumption", and "Miscellaneous". The "Roster" tab is currently selected. On the far right of the interface, there are some icons.

This is an example of the main body of a household survey conducted to household ID 1073001601. You can see that the main body has an identification code T and that it is subdivided in different tabs. Tab 1 should be referred to as T1, Tab 2 should be referred to as T2, etc. Note that the identification codes of these tabs are NOT shown as such in the upper left corner of the form, this is a special case. Each of these tabs represents an electronic form on which a group of questions is located.

*Example: T2 (Tab 2)*

The screenshot shows the "Roster" tab of the survey software. It lists three household members: Yawe Fred, Test, and Warda Maulid. Each member has a row with columns for Name, Gender, Residential Status, Age, Moved, Died, and Demographics. There are also buttons for "Add new HH member" and "Check".

Wave	Name	Gender	Residential Status	Age	Moved	Died	Demographics
1	Yawe Fred	Male [1]	10 left hh more than 6 months ago [6]	30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[a] [x]
1	Test	Male [1]	Usual member present [1]	34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[a] [x]
1	Warda Maulid	Female [2]	Usual member present [1]	18	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[a] [x]

Following the question identification scheme, Question 3 ('Gender') on this form should be referred to as T2Q3.

For clarity purposes, many of the tab forms in turn are subdivided in several sub-forms (a, b, c, etc.).

The identification codes of these sub-forms are composed by:

The identification code of the main tab to which the sub-form belongs + The identification letter of the sub-form (a, b, etc.)

Example: T5 (Tab 5)

The screenshot shows the software interface for the Uganda National Panel Survey. At the top, it displays the Household number **1073001601** and the name **Okua Moses**. Below this is a navigation bar with tabs: **1. Start**, **2. Roster**, **3. Member Details**, **4. Housing Details and Energy Usage**, **5. Housing Income and Assets** (which is the active tab), **6. Consumption**, and **7. Miscellaneous**. On the right side of the interface, there is a vertical toolbar with icons for different sections. The main area contains four sub-sections labeled **a**, **b**, **c**, and **d**, each represented by a small icon and a label: **a** for Other Household Income in the past 12 months, **b** for Non-Agricultural Household Enterprises/Activities, **c** for Financial Services Use, and **d** for Household Assets.

Tab **T5**, shown in this figure, has 4 sub-sections, each denoted by a letter. Each of these sub-sections is represented on a different form, which is coded as **T5 + letter of sub-section**. Hence, we have sub-forms **T5a**, **T5b**, **T5c**, etc.

Moreover, questions on some of the sub-forms in turn are spread over several **sub-sub-forms** (again denoted by a, b, etc.). Their form identification codes follow the same logic as the sub-forms, i.e. they consist of:

The identification code of the main tab form to which the sub-form belongs	+	The identification letter of the sub-form	+	The identification letter of the sub-sub-form
--	---	---	---	---

Example:

The screenshot shows the software interface for the Uganda National Panel Survey. The title bar indicates the form is **frmHHMemberLabour1**. The main window title is **T3faa Labour - General Info**. It shows a household ID **1073001601** and a **Check** button. Below the title bar, there are two tabs: **General1** (selected) and **General2**. The main area contains eight numbered questions (1 through 8) with dropdown menus for answers. Question 1 asks if Warda is answering for himself/herself. Question 2 asks for the ID code of the person responding. Questions 3 and 4 ask about work done in the last week and 12 months respectively. Questions 5 and 6 ask about running a business. Questions 7 and 8 ask about helping in a business without being paid.

Tab **T3** has a sub-form **T3f** ("labour force Status"), which in turn has a sub-sub form **T3fa** (Member Labour Details) which in turn has another sub form **T3faa** (General) shown above.

Some sub-forms in the household questionnaire are subdivided in several tabs. The questions on these forms, however, do continue in sequence of numbering. For instance, form **T5c**:

The image contains two side-by-side screenshots of a Windows application window titled "frmHHFinancialServices".

**Screenshot 1 (Top):** This screenshot shows the "Finance1" tab selected. At the top, it displays "Household ID 1073001". Below the tabs, there is a question 1 followed by a list of six options, each with a dropdown menu for selection. The question is: "Compared to the total amount of money that your household had saved this time a year ago, ...". The options are: "used a credit union, saving association or micro-finance institution to save money", "used a SACCOS to save money", "used other informal savings club (with a community or religious organization) to save money", "borrowed any money or taken out a loan from a Bank", "borrowed any money or taken out a loan from any government agency", and "borrowed any money or taken out a loan from a credit union".

**Screenshot 2 (Bottom):** This screenshot shows the "Finance3" tab selected. At the top, it displays "Household ID 1073001". Below the tabs, there are four numbered questions: 11, 12, 13, and 14. Question 11 is highlighted with a yellow background. The questions are: "Does any member of your household currently have life insurance?", "Does any member of your household currently have vehicle insurance?", "Does any member of your household currently have property (dwelling and/or household goods...)", and "Does any member of your household currently have crop insurance or other agriculture insur...". Each question has a dropdown menu for selection.

The previous two figures show how the questions on form T5c are spread over three tabs. Their identification code, however, does not depend on which tab they are located. Question 1 on tab 1 will simply be referred to as T5cQ1, and question 11 on tab 3 will be referred to as T5cQ11.

#### 4.4.2. COLOUR SCHEME

The most obvious tools to guide the interviewer through the survey procedure are the 5 different colours used: Purple, red, blue, green and black. The following table gives an overview of the purpose of these colours.

Purple	Colour of all <b>identification codes</b> in upper left corner of the forms. <b>Command buttons</b> that you should click if you want to <b>continue the data entry process</b> , for instance if you want to move on to the next section or if you want to move to the next HH member. Purple buttons are also used for icons that <b>set time and date</b> .
Red	All <b>instructions specific to the interviewer</b> . These should NOT be read out loud to the respondent! Command buttons that you should tick ONLY if you want to <b>delete</b> specific blocks of data. Cf. infra.
Blue	Questions <b>to be asked</b> to the household members <b>out loud</b> . Note that sometimes this also includes a list of possible answers if this list is blue coloured.

Green	All 'check' <b>command buttons</b> , i.e. buttons that you should tick in order to run the validation check procedure (cf. infra). The 'roster' command buttons in case these apply to the survey (cf. infra).
Black	All other characters on the forms.

#### 4.4.3. QUESTIONS WHERE YOU INSERT TEXT

You will sometimes have to insert the name of a person, item, or animal into a blue question, i.e. a question that you need to ask out loud to the respondent. This is indicated by brackets [...] . For example in the table below, you will need to ask the question in blue for each of the items shown – e.g. What is the value of food eaten/drunk outside this household in the last 7 days? What is the value of beer eaten/drunk outside this household in the last 7 days? etc

Example:

1. What was the value of [...] eaten/drunk outside this household in the last 7 days? Include gifts as well as purchases	
Code	Item
1205	Food
1207	Beer
1209	Other juice
1210	Other foods
	<b>UGX</b>
	<b>1,000</b>
	<b>15,000</b>
	<b>3,000</b>
	<b>16,500</b>

#### 4.4.4. ARROW SCHEME (►)

All **purple icons** that lead to the opening of a new form include an arrow (►) and a letter, referring to the identification code of the forms that you can access through ticking this icon.

Examples:

On the below form, each of the command buttons (e.g. ►a , ►b , ►c etc) respectively lead you to forms **T3a, T3b, T3c etc**.

The screenshot shows a software interface for the Uganda National Panel Survey. At the top, it displays the Household number **1073001603** and the name **Aluma Christine**. There is a green button labeled **Roster**. Below the header, there is a navigation bar with tabs: **1. Start**, **2. Roster**, **3.Member Details**, **4.Housing Details and Energy Usage**, **5.Housing Income and Assets**, **6. Consumption**, and **7. Miscellaneous**. On the left side, there is a vertical list of command buttons, each preceded by a purple arrow icon and a letter (a-g). The buttons are: **►a General Information on Household Members**, **►b Education**, **►c Health**, **►d Child Nutrition and Health**, **►e Disability**, **►f Labour Force Status**, and **►g Women**.

This arrow tool is useful for at least two reasons:

It enables the interviewer to distinguish between those purple icons that lead to the opening of new forms and those that don't, and

To guide the data user through the questionnaire when he's trying to link questions to variable names, based on the question identification scheme.

#### **4.4.5. LETTER AND NUMBER SCHEME: THE BASIS OF THE SURVEY SEQUENCE**

As discussed in section 4.4.1, each form and each question has an identification code. Moreover, on each form, all questions are numerically ordered and all sub-forms are either numerically (e.g. the tab forms) or alphabetically ordered (sub-sub-forms of tabs and sub-forms). While interviewing a household, it is important that **you follow the sequence of the questions and forms as they appear in the survey**.

Also **VERY important in the survey sequence** are the **validation checks**, which should be carried out each time right after completing a form but **BEFORE moving on to the next form**. Given the great importance of this validation procedure, we will spend an entire section on it in much more detail below (cf. section 4.4.6).

Equally important in the sequence of the survey are **skips**, which will also be discussed in a separate section below (cf. section 4.4.10).

Examples:

Tabs: The **all tabs** on main form **T** are **numbered**, and the **sequence of this numbering must be followed while interviewing**. You only move on to the next tab once you have entirely completed the previous one.

The screenshot shows a software window titled 'Household number 1073001603'. At the top left is a purple 'T' icon. To its right is the household ID '1073001603'. Further right are buttons for 'Roster' and a magnifying glass. Below these are several tabs: '1. Start', '2. Roster', '3.Member Details', '4.Housing Details and Energy Usage' (which is currently selected), '5.Housing Income and Assets', '6. Consumption', and '7. Miscellaneous'. There are also navigation arrows at the bottom right of the tab bar.

On all forms (e.g. **T4a** shown below), the questions are numbered and must be answered in sequence:

The screenshot shows a software window titled 'frmHHHousingCondition'. At the top left is a green 'T' icon. To its right is the household ID '1073001'. In the center is a red 'Check' button. Below these are tabs for 'Housing Conditions' and 'Housing Conditions'. The main area contains the following text: 'Now we would like to ask you about your housing conditions: all the rooms and all separate building used by your household members.' Below this are six numbered questions with dropdown menus for answers: 1. What type of dwelling is it?, 2. What is its tenure status?, 3. How many rooms does your household occupy?, 4. What is the major construction material of the roof?, 5. What is the major construction material of the external wall?, and 6. What is the major material of the floor?.

#### **4.4.6. VALIDATION CHECKS**

**VERY important** in the survey sequence are the **validation checks**, which are located on most of the forms. **BEFORE leaving a form** once you have completed all of its questions, you

should click the **green check box** **Check**, if it is located on that form, in order to run the validation process. Any missing fields and/or inconsistencies between question responses

will consequently be listed in an **alert report**. Also, at the entire end of the interview, you should click the final **validation of completed interview check**, which will run all validation checks of all forms all over again. Since it is a repeated check procedure serving as a double check, it should not show many new alerts.

The alert report distinguishes between **three alert types** that are listed and discussed in the table here below. What you should do in case one or more of these alert types appear in your alert report depends on the alert type:

Alert type	Type code	Description	What to do?
Missing	M	This alert tells you that you have forgotten to fill in a required field	You must <u>immediately</u> go back to that field and make sure that it is filled in. <b><i>Do not make any changes, however, without asking the respondent the questions again.</i></b> Run the validation check again to make sure that the missing error has been removed from the alert report.
Error	E	This alert tells you that you have made an entry error. This can be of different kind. E.g., you have entered a negative value, while only positive values are allowed in that field E.g., you have made an entry in a disabled, i.e. grey, field. E.g., there is an inconsistency between two responses. For instance, if Mary claims to be married to Francis, while Francis claims to be separated.	You must <u>immediately</u> go back to the relevant fields and make the necessary changes until the error alert disappears from the alert report (i.e. after making changes run the validation check again until the error alert disappears). Do not make any changes, however, without asking the respondent the questions again.
Warning	W	This alert WARNS you that you MIGHT have made a mistake, but not necessarily so. E.g., if you have entered a higher level than usual for the level of education completed. E.g., if you have entered a higher number than usual for the number of rooms used by the household	You should reconsider the relevant question, and make sure that the given information is correct. However, <u>if</u> the given information is <u>correct</u> , you should <u>not</u> make any changes. In that case, the warning alert will NOT disappear from the list, but it can be ignored if you are sure the given information is correct. You MUST, however, enter a comment about this warning message in the comment box.

### Example of an Error report

Errors found				
1111	T2a	1 : Justine	W	It is very uncommon that the answer to question '3 ..... 
1111	T2a	1 : Justine	M	Missing: Did your father attend school? ..... 
1111	T2a	1 : Justine	M	Missing question 19: Where is your natural father ..... 
1111	T2a	1 : Justine	E	Entry in disabled question 17: Were you in school ..... 
1111	T2a	1 : Justine	E	Entry in disabled question 14: In what year did yo ..... 
1111	T2a	1 : Justine	E	Entry in disabled question 15: Did your father own ..... 

The first column from the right has the Household ID and the second column tells you the Alert group (ie. it tells you to which section the alert applies). The third column tells you the entity to which the alert applies. If this is the household as a whole, it lists 'Main record'. If not, it is specified (eg. specific member name, consumption item, etc.). The fourth column provides the alert type code (see Table 4.3) and the fifth specifies the error. Clicking the at the right hand side pops up a screen that provides you more information about the alert.

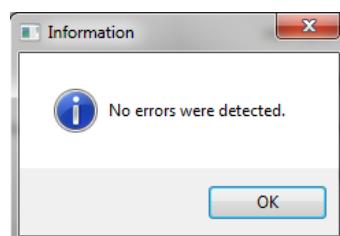
*Example of a Details of error message –screen:*

Details of error message				4 of 6	
Questionnaire ID	<b>1111</b>				
Record identifier	<b>1 : Justine</b>				
Error number code	<b>DisUse_HM_SchoolFatDiedYN</b>				
Error type	<b>Error</b>				
Screen ID	<b>T2a</b>				
<b>Entry in disabled question 17: Were you in school when your father died?</b>					

An example of an alert report is shown in the figure here above. (By default the report opens in a small format. You have to tick the screen once with your stylus pen in order to enlarge the report and to be able to read the alerts).

**To close the error report** on the UMPC, tick the button in the upper right corner of the report, and then select 'close'.

**In the ideal case** where there are **no errors or warnings** detected during the validation process, the following window will pop up once you have ticked a 'check' box:



#### 4.4.7. GOING BACK TO THE PREVIOUS FORM



In case you want to go back to the previous form, you need to click the button, which is shown in the upper right corner of each form. Note that you will need to do this each time you want to go back from a sub-form to its main form. For instance if you have completed one sub-form and you want to go to the next sub-form of the main form, you always need to go back to the main form to access the next sub-form.

#### 4.4.8. GOING STRAIGHT TO THE FRONT PAGE (=‘HOME’ PAGE)



In case you want to go straight to form **F**, i.e. the front page, starting from any form you need to tick the button which is shown in the upper right corner of each form.

#### 4.4.9. TYPE OF RESPONSE FIELDS

For the data entry, we distinguish 6 types of response fields in the UMP survey: Text fields, numeric fields, combo boxes, combined text and combo boxes, Y/N radio buttons and date fields.

##### 4.4.9.1. TEXT FIELDS

In most of these fields, both text and numbers are allowed to be entered by use of the Tablet PC Input Panel of the UMP.

Also note that you do NOT have to enter capital letters in any field, not even for names of household members. If necessary, the software automatically changes the first letter into upper case. Entering capital letters would only unnecessarily complicate data entrance in the UMP.

##### 4.4.9.2. NUMERIC FIELDS

In these fields, only numeric characters are allowed to be entered by use of the Tablet PC Input Panel of the UMP.

Example:

Type of income	2. Has the household received any income from [...] in the past 12 months?	3. Cash (SHILLINGS)	4. In-kind (Estimated cash value) (SHILLINGS)	5. What were the common uses for the remittances and assistance received?
Crop farming Enterprises	Yes [1]	<input type="text"/>	<input type="text"/>	<input type="text"/>

All ‘quantity’ fields on this form are numeric fields. You will notice that it is not possible to enter text in these fields.

#### 4.4.9.3. STANDARD COMBO BOXES

In these fields, a response needs to be selected from a response list, using the stylus pen. No entry by use of the Tablet PC Input Panel needs to be made here.

Example: Before doing anything, the response field looks as follows:

In order to answer this question, you need to tick by use of your stylus pen the  button in the right corner of the response field. You will then see a drop down list of choices:

4.	Has Namugga ever attended any formal school?	<input type="checkbox"/>	Unable to read and write [1]
5.	Why has Namugga not attended school?	<input type="checkbox"/>	Able to read only [2]
		<input type="checkbox"/>	Able to write only [3]
		<input type="checkbox"/>	Able to read and write [4]

Using your stylus pen, you need to select ONE of the responses in the response list. It is not possible to select more than one response. As an interviewer, you can ignore the codes in between brackets, since these are only relevant for data use purposes.

#### 4.4.9.4. YES/NO RADIO BUTTONS

The Yes/No radio button set consists of a pair of two radio buttons, i.e. , one of them representing the ‘yes’ radio button and the other representing the ‘no’ radio button. Before you have answered the question, both radio buttons are grey. Once you have answered the yes/no question by ticking one of the two buttons, however, the one that you have ticked will become black, while the other one will become white. In case you have mistakenly selected the wrong radio button, you can still reverse the black/white colour scheme by ticking the correct radio button.

Example:

Code	yes	no	Item
0401	<input type="radio"/>	<input type="radio"/>	Beans (dry)
0402	<input type="radio"/>	<input type="radio"/>	Beans (fresh)
0403	<input type="radio"/>	<input type="radio"/>	Peas (fresh)
0404	<input type="radio"/>	<input type="radio"/>	Peas(dry)

Before answering this question, the two radio buttons are blank. If the correct answer to this question is ‘yes’ use your stylus pen to tick the radio button which is located in the ‘yes’ column. If the answer is ‘no’ use your stylus pen to tick the radio button which is located in the ‘no’ column.

So if an household has eaten beans (dry) and Peas (fresh) but not beans (fresh) or peas (dry)

The screenshot shows a software window titled "T6S 1. Within the past 7 days, did the members of this household eat/drink any [...] within the household? 1073001603". Below the title is a dropdown menu set to "Pulses, dry". To the right is a button labeled "Roster" and the text "Category 4 of 11". A table lists four items under the heading "Code yes no Item":

Code	yes	no	Item
0401	<input checked="" type="radio"/>	<input type="radio"/>	Beans (dry)
0402	<input type="radio"/>	<input checked="" type="radio"/>	Beans (fresh)
0403	<input checked="" type="radio"/>	<input type="radio"/>	Peas (fresh)
0404	<input type="radio"/>	<input checked="" type="radio"/>	Peas(dry)

#### 4.4.9.5. 'OTHER' FIELDS

In some cases, the respondent is allowed to answer 'other' to a specific question, in case the response is not included in the list of possible answers. In those cases, the interviewer needs to fill in an 'other' field to specify the 'other' answer. The interviewer is then prompted to enter what that other answer is, in a screen similar to that below:

The screenshot shows a software window with a red border. At the top is a text input field labeled "Other code". Below it is a "Data Table Person" section with a "Data field HHPE\_RelationToHead" and a "Where PID='10730016031' AND HHID='1073001603'". At the bottom is a text input field labeled "Other description".

#### 4.4.10. ENABLED VERSUS DISABLED FIELDS: BASIS OF THE SKIP PATTERN

In the survey, we make a distinction between '**unconditional fields**' and '**conditional fields**'. Unconditional fields are fields for which an entry is always required, independent of your previous responses. Conditional fields are fields for which the entry requirement is conditional on the response to a previous question.

In order to have a logical order in filling in the questionnaire, it has been designed with a system of skips that allow you to follow the logical sequence of questions based on the responses to questions already provided. In some cases, a certain question will no longer apply based on a previous reply. In this case, an automatic **skip disables** that specific conditional field, which then becomes **grey instead of white**. It is impossible to make an entry once the field is disabled, i.e. once it is grey. **Disabled (grey) fields must be left blank**, while **enabled (white) fields, must be filled in!** Leaving white fields blank will lead to MISSING alerts in the alert report, while filling in grey fields will lead to ERROR alerts in the alert report.

Example:

The screenshot shows a software window titled "HH member information". At the top, there are tabs for "T3ab" and "Household Member - Parental Info.", with "Household Member - Parental Info." being active. The Household ID is listed as "1073001601". On the right side of the header are "Check" and "Print" buttons. The main area contains the following questions:

1. Is the natural father of Maulid living in this household?  Yes [1]  No [0]
2. ID CODE OF FATHER: Yawe Fred
3. What is the highest level of father's education completed?  Less than primary [2]
4. What is his usual occupation?  Farming: Self-employed WITH employees [18]
5. Is the natural mother of Maulid living in this household?  Dead [3]  Alive [0]
6. ID CODE OF MOTHER:
7. What is the highest level of mother's education completed?
8. What is her usual occupation?

In case the biological father of the child is not alive, it does not make sense (it may even be rather painful) to ask whether the father of the child lives in the household; the latter question is disabled (grey) as long as the answer to the first is not 'yes'. It only becomes enabled (i.e. white) in case the answer to the question 'Is [NAME]'s biological father alive?' is 'yes'.

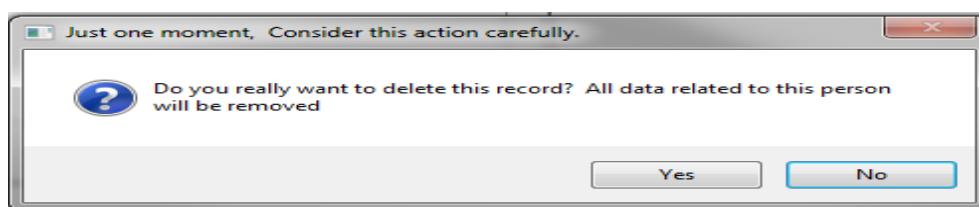
We emphasise that it is very important to **make sure that there is no data entered in disabled (grey) fields**. It may be, for instance, that at first you have answered a certain question, say question x, such that the conditional field of a following question, say question y, is enabled (white). Hence, following the sequence of the questionnaire, you also make an entry in the white field belonging to question y. If you then for some reason decide to change the answer to question x such that the field of question y gets disabled, i.e. it becomes grey, **you must first make sure that you delete the data you had entered in the y field, BEFORE disabling it!** Remember that it is not possible to enter/delete data once the field is disabled (grey). If you do not do so, the data gets stored in the datafile, even though the field was supposed to be disabled. This would lead to errors in data analysis, which we need to avoid.

#### **4.4.11. DELETE DATA**

In rare cases, and only under special circumstances, you may have to delete entire blocks of data.

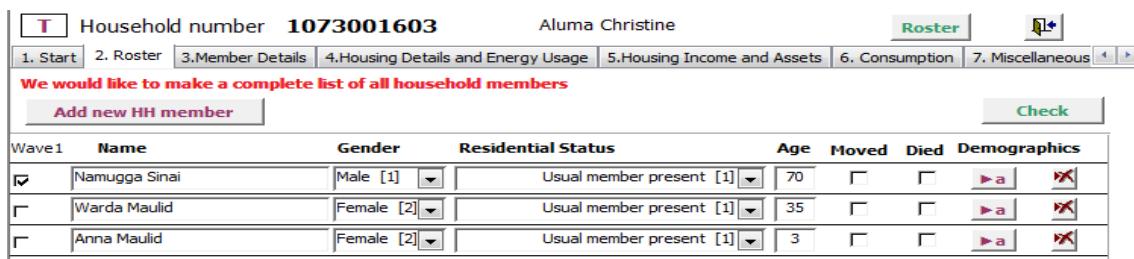
If you want to **delete all data** of a particular **survey** for instance, you can do so on the main body form **T** of that survey record by ticking the  button in the upper right corner of that form. This should ONLY be done, of course, in case the data of that survey is no longer useful.

Once you have ticked the  button, a window of the following kind will pop up:



If you are very sure that the data on this record is useless, click YES. All data on that survey record will consequently be deleted.

If you want to **delete** all **data** of a specific **household member** in the roster of a household survey, for instance, you can do so on form **T2** by ticking the  button at the right of this member's roster line:



Wave1	Name	Gender	Residential Status	Age	Moved	Died	Demographics
<input checked="" type="checkbox"/>	Namugga Sinai	Male [1]	Usual member present [1]	70	<input type="checkbox"/>	<input type="checkbox"/>	 
<input type="checkbox"/>	Warda Maulid	Female [2]	Usual member present [1]	35	<input type="checkbox"/>	<input type="checkbox"/>	 
<input type="checkbox"/>	Anna Maulid	Female [2]	Usual member present [1]	3	<input type="checkbox"/>	<input type="checkbox"/>	 

Once you have ticked the  button, a window will pop up that asks you 'Do you really want to remove this record?' Again, only if you are sure that the data on this member is useless, you select 'yes'. All data on that household member will consequently be deleted.

#### 4.4.12. INDICATION OF LAST VISITED SECTION

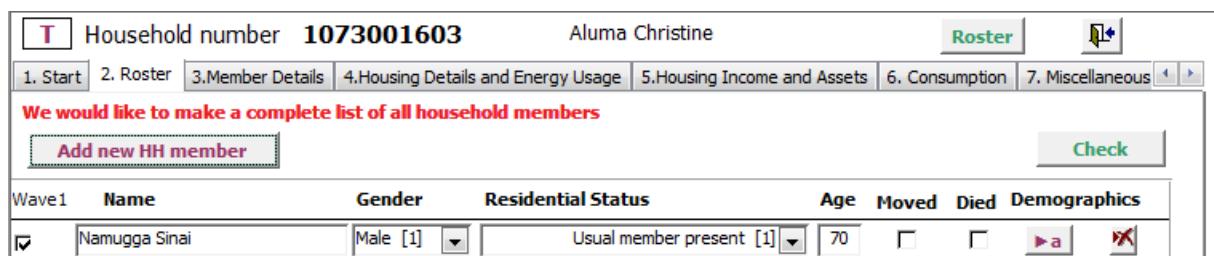
Once you have left a sub-form to go back to its main form, it may be useful to have an indication on that main form that tells you which sub-form you have just visited. This is done by a **dotted square** surrounding the icon that gave access to the last visited sub-form .

E.g. in the figure in the previous section here above, the interviewer had just visited sub-form for household member ID 1.

#### 4.4.13. ADD NEW RECORD

On several forms, you will have to make a list of names/items, for which you then need to provide more detailed information afterwards. For instance, you may need to make a list of all the members in the household. Or you may have to make a list of all enterprises the household owns (if any). Etc. In order to add a record to the list, you need to tick the  button, which is each time located on top of the respective form. You can only add a new record once some basic questions concerning the previous record are completed.

Examples:



Wave1	Name	Gender	Residential Status	Age	Moved	Died	Demographics
<input checked="" type="checkbox"/>	Namugga Sinai	Male [1]	Usual member present [1]	70	<input type="checkbox"/>	<input type="checkbox"/>	 

#### 4.4.14. ROSTER BUTTON Roster

A very useful tool is the roster button Roster, which is often (though not always) used in household surveys.

Clicking this button opens up the following window that summarizes basic roster information:

#	Name	Sex	Age
1	Yawe Fred	Male [1]	30
2	Sawi James	Male [1]	34
3	Maulid Warda	Female [2]	14
4	Anna Maulid	Male [1]	5

Using the or button, you can sort the table ascending or descending respectively based on either the household member ID, name, sex or age.

This tool is very useful for instance when asking questions about consumption of age-related consumption items consumption items:

Code	Item	Total value of consumption
201	Men's clothing	<input type="text"/> ...
202	Women's clothing	<input type="text"/> ...
203	Children's clothing (excluding school uniforms)	<input type="text"/> ...

In order to make the sum of total clothing expenditures of all household members under 15 years old, for instance, you need to know which members exactly this question applies to, so that you can remind the respondent which members' clothing expenditures you are talking about. Sorting the roster Roster window by age will facilitate this task.

#### **4.4.15. COMMENTS AND INSTRUCTIONS**

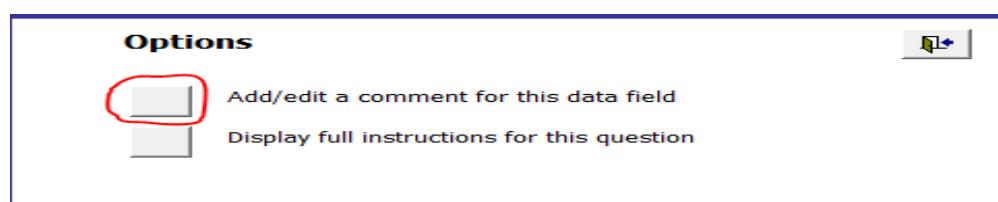
##### **4.4.15.1. MAKING COMMENTS**

On some questions you may want to add a comment to clarify an answer, highlight an issue to the Team Leader or in the case that the response is 'other' document the what the response is.

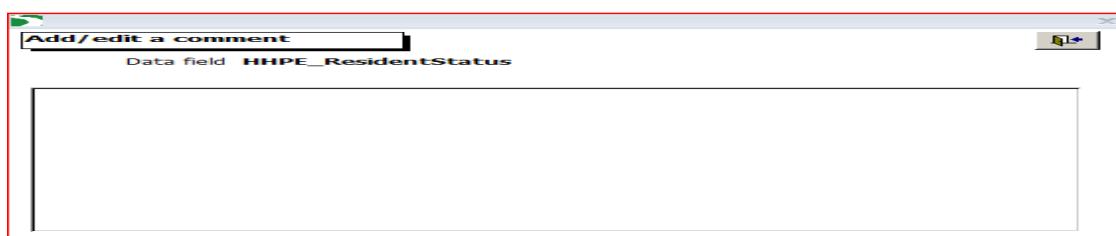
To do this double click in the answer field (as circled below)



Then the following menu will appear:

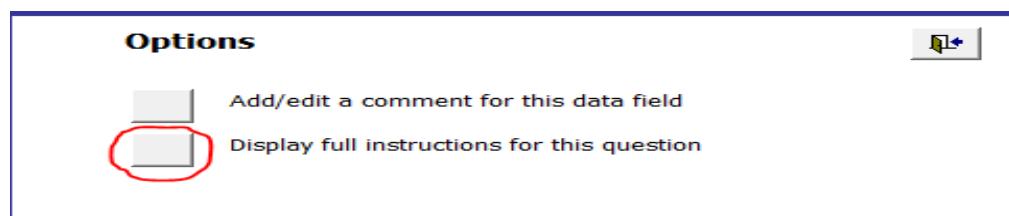


Then click on the top box (as circled above) and a comment box will appear:



##### **4.4.15.2. INSTRUCTIONS**

For each question the instructions provided in the survey manual are also contained within the CWEST programme. If you are unclear on how to ask a question, double click in the answer field for that question



Then click on the bottom button (circled above) and the question instructions will appear, e.g.:

**Instructions**

In case the HH's activity is gathering products in free nature for selling, for instance grass, select 'other' and specify this activity. This is NOT business, nor is it selling crops. Business are only those activities in which the HH buys product and re-sells them (often after adding value to it).

AID should be coded [8] Cash remittances.

The option 'none' is NOT allowed for this response field.

**WAGE/SALARIES:** These relate to a fixed payment made in a fixed time period. If the person is paid daily/weekly/after every 2 weeks/monthly then COUNT this as a wage.

**OTHER CASUAL CASH EARNINGS:** These are earnings that are not fixed/expected. A person who does not have a fixed job and expects to look for jobs along the way fits into this category of earning.

#### 4.4.16. SCROLLER

Given the relatively small size of the UMPC, it may be that not all contents of a form are visible. Most of the forms, however, are developed such that they have a **scroller** utility. A scroller enables you to read all contents of a form, even if they are hidden at first. You should always use the scroller to check whether there are no hidden contents on the form.

Example:

Code	yes	no	Item
201	<input checked="" type="radio"/>	<input type="radio"/>	Men's clothing
202	<input checked="" type="radio"/>	<input type="radio"/>	Women's clothing
203	<input checked="" type="radio"/>	<input type="radio"/>	Children's clothing (excluding school uniforms)
204	<input type="radio"/>	<input checked="" type="radio"/>	Other clothing and clothing materials
205	<input type="radio"/>	<input checked="" type="radio"/>	Tailoring and materials
206	<input type="radio"/>	<input checked="" type="radio"/>	Men's footwear
207	<input type="radio"/>	<input checked="" type="radio"/>	Women's footwear
208	<input type="radio"/>	<input checked="" type="radio"/>	Children's footwear

#### 4.4.17. FILTER

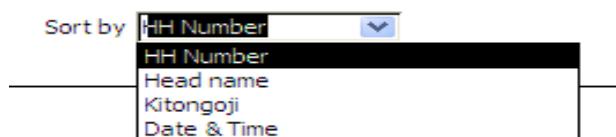
Another special tool to note is the 'Filter' tool . The usefulness of this tool is to be able to filter out specific items in a list. This might be useful for instance in case you want to review/edit data about one particular item on a list after the list has been completed. This can be a person's name or certain shocks in the list of shocks, etc. If you want to return to the complete list of people, simply tick the  button once again.

Example:

On this form, the  button enables you to filter out those shocks for which the answer to the question "Affected?" is "yes".

**4.4.18. SORTING TOOL**Sort by 

The sorting tool is useful to sort items in a list by a certain category. For instance, you may want to sort the households in a list by 1) HH number or by 2) head name, or by 3) Kitongoji or by Date & Time, etc.

**4.4.19. GET GPS DATA**

If the survey requires a GPS reading then this is done by ticking the

**4.4.19.1. WHAT IS GPS?**

Global Positioning System: a space based, 3-dimensional measurement and positioning system that operates using radio signals from satellites orbiting the Earth. It has been in development since 1973. The first satellite launched in 1978. It was declared fully operational in 1995.

**4.4.19.2. WHAT IS A GPS RECEIVER?**

A GPS receiver is a ground-based device that can read and interpret the radio signals from a number of the GPS satellites at once. It calculates a location on the Earth's surface with varying degrees of accuracy, depending on receiver quality and other conditions. The result from the GPS receiver is that it is a system for determining geographic position that is globally available, 24 hours per day, to anyone with the appropriate receiver units.

**4.4.19.3. WHY ARE WE USING GPS?**

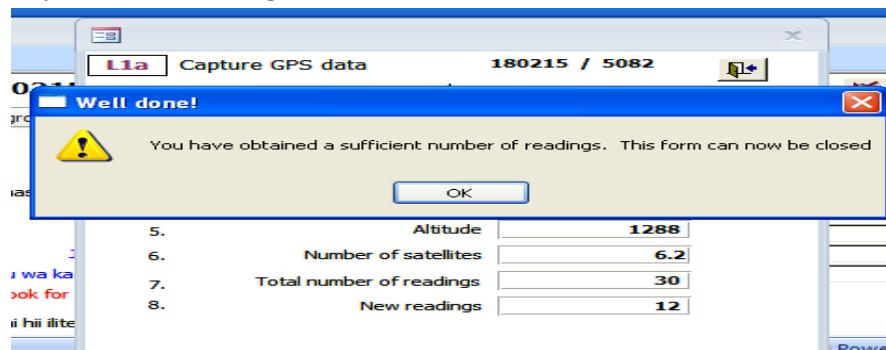
As a supervision tool. By recording the location of the households or facility interview, the Survey Managers and Team Leaders will be able to more easily locate them in order to verify interviews and monitor the field work. Once the survey is completed, the points you collect will be used to link other data sources to better understand the health and well being data.

#### **4.4.19.4. STEPS TO USING GPS DURING FIELD WORK**

##### **4.4.19.4.1. HOW TO USE THE GPS?**

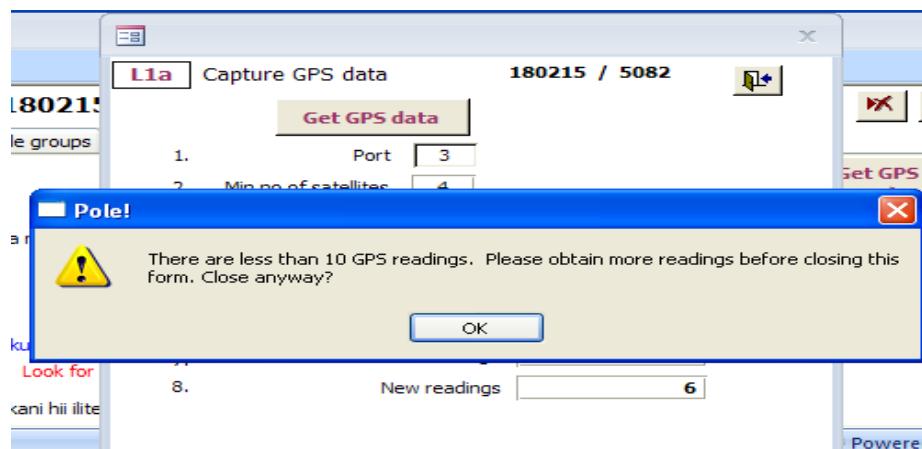
It is very important that the GPS units are used correctly. Here are some instructions.

1. ALWAYS TURN ON THE GPS BEFORE TURNING ON OR RESTARTING THE UMPC
  2. ALWAYS HOLD THE GPS SO THAT IT CAN ‘SEE’ THE SKY
  3. ALWAYS CHECK THAT THE GREEN LIGHT IS FLASHING (move so the GPS can see the sky and give it time to find the position, this may take up to 2 minutes in sheltered areas)
  4. There are now new messages for the GPS.
- a. If you see this message:



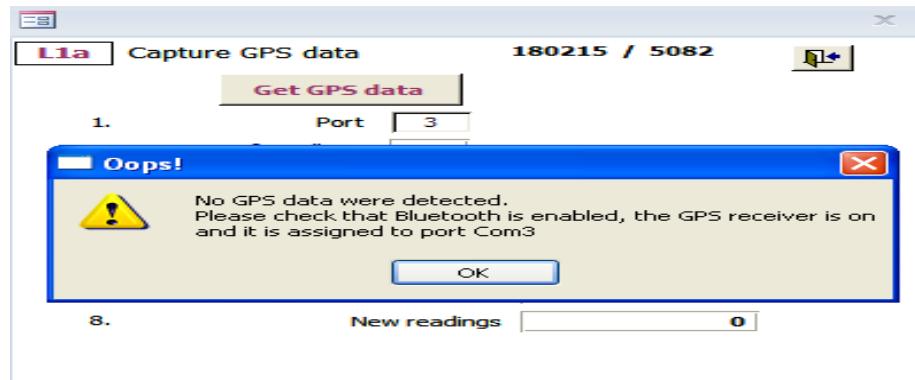
then everything is OK, just press ok and continue with the survey.

- b. If you see this message:



Then you need more GPS data, press ‘OK’ and the press ‘GET GPS data’ again

- c. If you see this message:



Then :

- a. **The GPS is off (so turn it on and wait until the green light is flashing) OR**
  - b. The GPS is on but needs more time to find satellites (wait until the green light is flashing) OR
  - c. The GPS cannot see the sky (put the GPS somewhere where it can see the sky and wait until the green light is flashing) OR
  - d. You switched on / restarted the UMPC when the GPS was off (switch the GPS on if needed and restart the UMPC)
  - e. VERY RARELY the com port is incorrect.
    - i. close the get GPS screen and minimise the programme
    - ii. Double click on GPSinfo on the desktop
    - iii. Click on "scan com ports" this will show which port the GPS is on. If not, then check that the GPS is switched on and try scanning the ports again
    - iv. close GPSinfo
    - v. Set the com port in the programme to the correct port
    - vi. **YOU SHOULD NEVER HAVE TO DO THIS, REPORT IT IMMEDIATELY IF YOU DO**
5. An old problem which should not occur again is if you see an error message containing 'COM Error - The semaphore\_timeout period has expired' followed the same error message above in number 4.
- a. Try switching on the-GPS and waiting 5-10 seconds.
  - b. If it is on, then try switching it off and on again
6. Another old problem which should not occur again is the message 'COM Error: -the system cannot Find the File specified', followed the same error message above in number 4.
- a. Follow the procedure above in number 4 part d.

**NEVER LOG on as administrator to try to fix it. This can introduce more problems**

#### **4.4.20. COMMENTS**

Most Questionnaires will have a comment box at the end of the survey in which you need to enter all your comments concerning the survey.

Example:

The screenshot shows a software window titled 'Household number 1073001603' with the name 'Aluma Christine' in the top right. A 'Roster' button is visible. Below the title bar, there are tabs: '4. Housing Details and Energy Usage', '5. Housing Income and Assets', '6. Consumption', '7. Miscellaneous', '8. Link To Agri', and '9. Finish'. In the center, there are two buttons: 'COMPLETE validation check' on the left and 'Update Visit Result ▶' on the right. Below these buttons are two sections: 'General comments' and 'Question specific comments'. A text input field labeled 'Enter your comments here' is located under the 'General comments' section.

In order to minimize the time spent at the interview you can note down all the possible comments that you think of during the interview in the Window Journal if installed on your UMPC. Afterwards, once you have left the household, you can take your time to copy the comments into the comment section, which may be a bit more time consuming. You can then delete the files in the Window Journal.

#### **4.5. KEY QUESTIONNAIRES FORMS**

Although all Questionnaires differ in the kind of questions they contain, most Questionnaires are built around the same key forms. The following table gives an overview of the main forms you will typically encounter when using Questionnaires.

Code	Name	Description
S	Select Data file form	This is usually the first form that pops up once you open the survey programme. Key survey information such as district, cluster and interviewer name have to be selected here. By doing so, you create a new or enter an existing data file.
F	Main page	This is the front and central page of the survey. Depending on the task you want to carry out, a different path needs to be followed here.
H	Record list	This is the form on which all interview records (e.g. household records) that you created for a specific cluster will eventually be listed. Starting from this form, you can create a new record or you can enter an existing one in order to edit/enter data.
C	Control data	Depending on the type of survey you are conducting, this form will appear in the Questionnaire. It contains information about the availability of the sampled respondent for interview.
T	Tab Forms	This is the main body of the programme, which is subdivided in different <i>Tabs</i> . This main form contains all questions of the survey, presented on several sub-forms. (In case the CWEST programme concerns a listing exercise, the form identification code will be L instead of T).

This section of the manual discusses these main types of CWEST forms.

In the next part the use of these forms for the UNPS survey is described in much greater detail.

#### 4.5.1. FORM S: SELECT DATAFILE

Example from a household survey using CWEST technology:



A form of this type is the first form that pops up once you open the CWEST survey programme. The purpose of this form is to identify the *datafile* in which the survey *record* that you want to edit/create is/will be located. Datafiles are files containing several survey *records*. A survey record in turn contains all data entered for a specific survey entity, for instance in case of household surveys one record contains all entered data for a specific household. CWEST technology usually groups survey records in *different* datafiles, for instance one datafile per interviewer per cluster. Basic interview information needed to identify the datafile in which a specific survey record is located, such as interviewer name and the location of the survey, needs to be selected on the S-form. Once you have completed all required information on form S, you need to click on the:

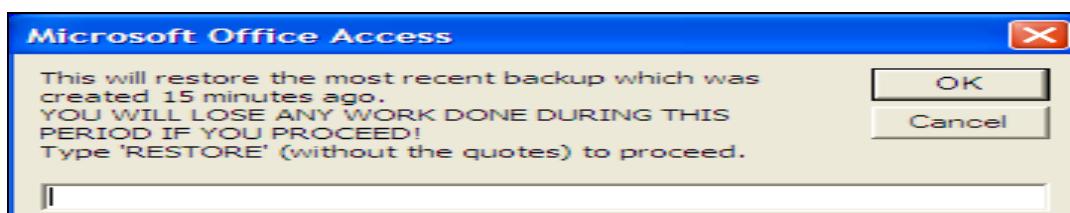
**Start Interviews** button in order to connect to the respective datafile in which the survey record you want to edit/create is/will be located.

Clicking on the **Add More Households From Your Team Leader** will open up a Windows file manager to enable you to upload new data files provided by your Supervisor. Simply locate the correct folder and file and then click on open.

To ensure that data does not get lost in the (hopefully rare) case that your computer crashes, we have developed a backup system in the listing and HH programme. In order to recover

data, you need to use the **Restore most recent backup file** button on form S. Note that this system SHOULD ONLY BE USED IF THE PROGRAMME WAS CRASHED AND THE DATA FILE HAS BEEN LOST!

Consult your supervisor in case you have lost data. He/she will then assist you in restoring the data. Ticking the 'restore' button will pop up a window of the following kind:



Follow the instructions. Note that the warning tells you when was the datafile was backed up for the last time. In the example, this happened 15 minutes ago. All data that changed within 15 minutes ago will unfortunately be lost. But better to only loose that data, than all of your data.

Only if you're really sure you need the backup, you should enter RESTORE and tick 'ok'. The current data file will be replaced with the backup one.

The data that can be recovered depends on the type of Questionnaire you are conducting.

#### **4.5.2. FORM X2 – HOUSEHOLDS TO BE VISITED**

This form allows the interviewer to see all of the Households that he/she will need to interview, with each household identified by their Household ID (HH ID), Family Name, Street and the name of the assigned Interviewers. The form enables the interviewer to check the roster of household members and the location of the household.

X2		HHs to be visited			
HH ID	Family name	Street	Assigned interviewer		
1073001601			Okua Moses		
			Roster	Location	Interview
1073001602					
			Roster	Location	Interview

The **Roster** button allows the interviewer to see the full roster for each household, whilst the **Location** button open Form LD1 which will displays the location and contact information of the Household. For more details on these functions see Section B.0 in Part B on page 43. When the interviewer is ready to start they click on the **Interview** button.

#### **4.5.3. FORM F: HOME PAGE**

Example from UNPS survey using CWEST technology:

cwest		UBOS (Household)	F
Data file <b>CWEST_UBOS_HHQX_Data_HH1073001603_TL4_IN4.mdb</b> Interviewer Aluma Christine			
Your are in household number <b>1073001603</b>		<b>Change household</b>	
<b>M1</b> At the house, start a household interview visit  <input checked="" type="checkbox"/> This household is now complete and ready to be passed to the team leader. <b>M4</b> Copy this data file to another location (for transfer to your team leader)			
Language English (DL) <input type="button" value="▼"/>		MDB version: 12th July 2010 (a) DD version: 2010.07.13.14.23	
<b>Quit</b>			

Once you connect to a specific datafile using form S, the programme will usually bring you straight to form F, the central page of the survey programme. Depending on the task you want to carry out, a different path needs to be followed here.

There are no questions to be completed on this form. It only serves as a central (home) page from which different paths can be chosen, depending on which task you want to perform. Being an interviewer, you usually have one main task to perform, i.e. conducting surveys. Hence, there is usually only one path to follow by the interviewer, i.e. the “Add or edit data” path. The ‘Supervisor tasks’ path will usually be disabled for interviewers. Although form F will always look similar to the one in the example here above, some features will be added/deleted depending on the survey type.

Normally an interviewer would select the language here, however, the UNPS survey software is in English only so you can move straight to the interview by clicking on .

Form F also shows you the version date of the survey software installed on your UMPC (at the bottom of form F). It is important that you regularly check with your supervisor whether you have the latest software version installed.

### **Change household**

Use the  button on form F if you want to go back to form S to connect to another datafile.

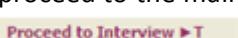
Use the  button if you want to quit the survey programme.

#### **4.5.4. FORM C: CONTROL DATA**

Example from a household survey using CWEST technology:



The screenshot shows a software interface for a household survey. At the top, it displays 'Household ID 1073001601', 'Assigned Interviewer 25', and a 'Get GPS data' button. Below this, a section titled '1. Visit Details' contains fields for 'Fieldworker Name' (Okua Moses), 'Date' (13/08/2010), 'Day of week' (Fri), 'Time' (16:13), and 'Outcome' (Commenced Interview [13]). There is also a dropdown for 'Visit refusal reason'. At the bottom right of the form area, there is a 'Proceed to Interview' button.

This form prompts you to enter information about the availability of the respondent of the survey record. It will automatically pop up once you enter the survey record on form H. In case the respondent is unavailable for interview, you will not be able to proceed to the main body of the questionnaire. In case the respondent is available, button  will guide you to the main body of the questionnaire, i.e. the so called Tab form containing all questions of the survey.

#### **4.5.5. FORM T: TAB FORM**

In the UNPS Survey the Tab form is made up of 9 sub tabs:

T	Household number <b>1073001603</b>	Aluma Christine	Roster				
1. Start	2. Roster	3.Member Details	4.Housing Details and Energy Usage	5.Housing Income and Assets	6. Consumption	7. Miscellaneous	

Once you have found your way through the starting off forms (e.g. form S, form F, form C, etc.) of the survey programme, you will eventually reach form T, the main body of the Questionnaire, containing most questions of the survey. All questions on this so called 'Tab form' are grouped under different (numbered) *tabs*. In the example here above, all questions in the household survey are grouped under 9 different tabs. You need to follow the sequence of the tabs while conducting the interview.

#### **4.6. QUESTION SPECIFIC GUIDELINES' (QSG) REPORT**

Knowing how to use CWEST technology is important but constitutes only half the knowledge required in order to conduct Questionnaires. In order to collect high quality data, interviewers also need clear question specific guidelines to the exact meaning of each question in the Questionnaire. It is important that all interviewers in a survey team have

- The same understanding of what a question means
  - A standard manner of asking the question
  - A standard manner of probing for the best possible answer

The question specific guidelines are discussed in the ‘Question Specific Guidelines’ (QSG) report, which will be provided separately to the interviewers. To illustrate, Appendix D of this manual shows some typical pages of the QSG report from a previous household survey using CWEST technology.

The QSG report is a special case of a Questionnaire report. A Questionnaire report in general gives an overview of all the questions in the Questionnaire, grouped per form, in the sequence in which they appear in the Questionnaire. The QSG report is a special case of the Questionnaire report including guidelines to the interviewer on how exactly the questions should be interpreted. This section will briefly discuss the main features of the QSG report.

#### **4.6.1 FORM HEADINGS**

Each form in the Questionnaire will have its heading in the QSG report.

Example: form T3B in Appendix D

**T3B Household member - Education**  
*Enabled if age (T3Q4) >=3*  
COMPLETE THIS SECTION FOR ALL HOUSEHOLD MEMBERS (UNLESS SKIP) AFTER HAVING COMPLETED FORM A FOR ALL HOUSEHOLD MEMBERS.

The example illustrates that the form heading typically consists of the following components:

- 1. Form identification code: e.g. T3B**

2. Form name: e.g. "Household member - Education"
3. Skip description, if any: e.g. *Enabled if age (T3Q4) >=3*. See below for a detailed discussion of the skip descriptions.
4. Form specific guidelines (in capital letters), if any. These instructions apply to the form as a whole, i.e. to all questions on the form. Note that we do not have form specific guidelines for each form, only when instructions are required.

#### **4.6.2. QUESTION DETAILS**

Each question has its sub-section in the questionnaire report containing details about the question.

Example: Question T3BQ10

T3BQ10	<p>Enabled if T3bQ2 = [1]</p> <p>Did [NAME] ever sit for a national examination from which results are out?</p> <p>Je, [JINA] amewahi kufanya mihani wowote ambaa matokeo yake yalitolewa?</p> <p>[1]=Yes, [2]=No, [88]=DK,</p> <p>[1]=Ndiyo, [2]=Hapana, [88]=Sijui,</p> <p>Exams considered are ONLY those held at NATIONAL level and not otherwise. Note that this question is asked for ALL persons that have EVER attended school.</p>
--------	---

Question details reported in the QSG report:

- Identification code of the question: e.g. **T3BQ10**. See section 4.4.1 in this manual for a discussion of the question identification code scheme.
- Skip descriptions: e.g. *Enabled if T3bQ2 = [1]*. Cf. below for detailed discussion of skip descriptions.
- Question in English + local language:  

Did [NAME] ever sit for a national examination from which results are out?

Je, [JINA] amewahi kufanya mihani wowote ambaa matokeo yake yalitolewa?
- Question response list English + local language: In case the question has a standard combo box (cf. section 4.4.9.3) its response options are listed in the QSG report, in both languages:  

[1]=Yes, [2]=No, [88]=DK,

[1]=Ndiyo, [2]=Hapana, [88]=Sijui,
- Question specific guidelines: For most of the questions the QSG provides guidelines of how to interpret the question. Only in case the question is 100 % straightforward no guidelines will be reported.  

Exams considered are ONLY those held at NATIONAL level and not otherwise. Note that this question is asked for ALL persons that have EVER attended school.

#### 4.6.3. SKIP DESCRIPTIONS

Some questions in the Questionnaires are conditional, i.e. they are only asked under certain conditions. This is the basic idea of the *skip patterns*. Remember that in Questionnaires we speak of ENABLED versus DISABLED questions when talking about skips (cf. section **Error! Reference source not found.**). More specifically, questions are ENABLED (white) if they ought to be asked, while they are DISABLED (grey) if they ought to be skipped. Analogous, entire forms in Questionnaires are ENABLED in case at least one question on the form needs to be completed. In case all questions on a form must be skipped, the entire form will be DISABLED, i.e. you will not be able to access the form.

The QSG report indicates whether a question or form is conditional, and if so under which condition the question/form gets enabled. The format of the skip description typically is as follows:

"Enabled if [CONDITION]"

Where [CONDITION] will show the exact condition under which the question/form gets enabled.

If an entire form is conditional, the enabling condition will be shown in the form heading. In the example of form T3B here above (section 4.6.1), the skip description is **Enabled if age (T3Q4) >=3**. This skip description implies that form T3B should only be completed for persons older or equal to 3 years old. In case the person is below 3 years old, all questions on form T3B will be disabled.

If a question is conditional, the enabling condition will be shown in the question details. In the above example of question T3BQ10 (section 4.6.2), the skip description is **Enabled if T3bQ2 = [1]**. This skip description implies that question T3BQ10 should only be asked if question T3BQ2 = [2]. The skip description refers to question T3BQ2. Have a look at the question details of T3BQ2 in order to understand the skip description:

T3BQ2	Has [NAME] ever attended school?  Je, [JINA] aliwahi kwenda shule? [1]=Yes, [2]=No, [88]=DK, [1]=Ndiyo, [2]=Hapana, [88]=Sijui,
-------	---

Having now the details of T3BQ2 in hand you will understand that **Enabled if T3bQ2 = [1]** literally means "Enable field T3BQ10 if the answer to T3BQ2 "Has [NAME] ever attended school?" is "Yes" (i.e. code [1]).

#### **4.7. SOFTWARE UPDATE IF REQUIRED**

One of the great advantages of CWEST is that, unlike paper questionnaires, the electronic questionnaires can easily be updated whilst in the field.

Your supervisor is in charge of making sure that all UMPCs are installed with the latest version of the survey software. The moment an update of the software is available the supervisor will be informed and will collect the new installation file by connecting through the internet. Having collected the update, the supervisor will install the update on each UMPC, typically using a flash drive. It may be that the update is copied to several flash drives, one for each team, if there are many teams, to speed up the process.

This procedure is usually carried out *before* the UMPC gets handed over to the interviewer. However, the interviewer always needs to make sure that he/she has the latest version of the software product installed in his/her UMPC by regularly checking whether the version date of the software installed on his/her UMPC (shown on the home page of the programme, cf. section 4.5.2) is the same as the one of his/her colleagues.

When the software has been updated, the interviewer will need to listen carefully to the instructions of the supervisor, who is in charge of informing his/her team in detail about the changes made to the questionnaire.

#### **4.8. SUMMARY OF IMPORTANT THINGS TO REMEMBER WHEN USING CWEST TECHNOLOGY**

This section contains a summary of the most important points to remember by the interviewer when using CWEST technology. These points are most important for successful completion of the survey project using CWEST technology.

- ALWAYS replace the stylus pen in its holder DIRECTLY after use.
- Always close the Tablet PC Input Panel (keyboard) right after using it. It might hide important information on the screen.
- Do not touch the UMPC screen with your hands while entering data with the stylus pen, since this will hinder the contact between the pen and the screen.
- Each evening, hand over all UMPC equipments to your supervisor. Sign the daily 'hand over' check list each time you do so.
- Always decrease the brightness of the screen once you have entered a building, in order to save battery life.
- Always switch off the sound of the UMPC, since sound may take distract the respondent.
- Do NOT use internet on the UMPC.
- Frequently check the remaining battery charge. Do so especially **before** the interview starts and try to avoid changing the battery whilst visiting the household.
- NEVER install any programme onto the UMPC. NEVER plug in any device other than your supervisor's USB stick into the UMPC.

- Use the Windows Journal in case you want to write some comments to the supervisor DURING the interview. These comments need to be copied in the comments section on form AFTER the interview.
- When you want to change the battery, make sure your UMPC is switched off first.
- Make sure your UMPC is well protected when it rains!
- Follow the skip pattern carefully. Remember to fill in EACH enabled (white) field. Do NOT make entries in disabled (grey) fields.
- Enter comments in the respective comment boxes.
- If there is a 'CHECK' button, run the validation check procedure EACH TIME BEFORE MOVING ON TO THE NEXT FORM and run the final validation check at the end of the interview.

## PART B. ADMINISTERING THE SOCIO-ECONOMIC SURVEY QUESTIONNAIRE – HOUSEHOLD AND WOMEN'S MODULE

### Purpose:

PART B of this manual discusses the Household (including Womens) modules<sup>2</sup> of the UNPS Survey which shall be administered using the CWEST survey software. The following chapters provide guidance on the questionnaire and how to use the CWEST software.

### Layout:

**Chapter 1**, guides the interviewer through the opening screens of the CWEST programme and the subsequent chapters are grouped by the CWEST data entry forms, with each section of the questionnaire detailed in two parts:

1. The purpose of the section as a whole and of each of its sub-sections
2. General instructions that apply to the entire section or to an entire form

In order to collect high quality information, all interviewers and supervisors must have the same understanding of the a questions mean, a standardised manner of asking the question and of probing for the best possible answer. Therefore it is essential that all team members read this document very carefully and more than once.

### Hint:

The CWEST software offers a nice tool to recall instructions to a specific question electronically while carrying out the survey. You can access the electronic, question specific, instructions by double-clicking the response field of the specific question

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2 The community, agriculture and market questionnaires will continue to be administered for the first half of wave 2 on paper and are described in **Error! Reference source not found..**

## 1. COMPLETING THE ELECTRONIC QUESTIONNAIRES

There are a number of basic principles that the interviewer should observe in completing the UNPS questionnaires. The following sections describe these principles in the context of an electronic questionnaire:

### 1.1. CODING ANSWERS

1. Always interpret the questions exactly as they are written in the questionnaire. After posing the question once in a clear and comprehensible manner, you should await the reply. If the respondent does not answer in the reasonable time, he has probably

- a. not heard the question; or,
- b. not understood the question; or,
- c. does not know the answer.

In any case, if there is no answer, repeat the question. If there is still no reply, you must ask whether the question has been understood. If the answer is 'No', you may reword the question. If the difficulty lies in finding the right answer, you should help the respondent to consider his/her reply.

2. Most answers in the questionnaires are entirely pre-coded. You must select the code from the drop down boxes that corresponds to the answer given by the respondent to the right of the question. If the answer is an amount or a figure, then enter the amount in the box provided.
3. If the reply by the respondent is not in the list of specific answers provided in the questionnaires, use the 'other' option. In that case, you will often be asked to specify the details of that response.
4. When recording an amount of money in Uganda Shillings, enter only the amount in figure. Do not enter the symbol /= and do not enter Ug. Shs into the system. Also, do not include any commas. For example, to write 5,000 Uganda Shillings:
  - a. Enter 5000
  - b. **DO NOT ENTER 5,000/= or 5000 Ug. shs.**
5. Always record the answer to the nearest whole shilling. Do not record cents.

### 1.2. SKIP PATTERNS

When a question or part or section does not apply to a particular respondent or household, it must be skipped. In a paper questionnaire it is the responsibility of the interviewer to ensure that all the required questions are answered and those that are not required are left blank.

However, in Electronic Questionnaires these 'skips' a pre-programmed and the software will not allow you to enter data into a field that should be skipped.

### 1.3. COMPLETENESS

You should ensure that your questionnaire is fully completed, that is all questions are answered with the exception of those that are automatically 'skipped' by CWEST.

To ensure that your questionnaire is completed, you should:

- 1) **Carefully** read every question and **carefully** select enter or select the appropriate answer, double checking that the answer is correct before moving on.
- 2) **At the end of every screen** you should run the validation checks as described in the

CWEST guidelines in the following sections, by clicking on the 'Validate' button.

- 3) **At the end of the interview** you should also click on the Complete Validation Check to run a full validation check on the whole interview.

You must conduct these validation checks to ensure that the interview is fully completed and that all your answers are correct before you hand the questionnaire to your supervisor and - most important -- before leaving the village.

Otherwise, if you leave the village without checking, and if you have made a mistake, you will have to return to the village -- a waste of our time and yours.

## **2. GETTING STARTED**

### **2.1. FORM S1**

After opening the UNPS, on your way to the main body of the questionnaires (the Tabs), you will run through the following a number of forms beginning with the Start Screen (Form S1):

#### **Form S1: Start**

S1

UBOS (UGANDA NATIONAL PANEL SURVEY 2010/11)

Please select how you wish to run this program

Interviewer      Team leader      HQ Data manager

**INTERVIEWER MODE**

Name of team leader: Aluma Christine (Team: 1, Interviewer: 1)  
Your name: Okua Moses (Team: 1, Interviewer: 2)  
supervisor:

Proceed

MDB version: 09th August 2010 (a)      DD version: 2010.08.13.14.51

#### Purpose:

This is the first form that opens up once you open the CWEST Survey Software. The team leader and interviewer name have to be selected here. By doing so, you create a new or enter an existing data file.

#### General instructions:

The interviewer should:

1. Click on the **Interviewer** button
2. Select the name of their Team Leader and then the Interviewers name from the two drop down boxes
3. Enter their password (if provided).

Password of the interviewer/supervisor

Proceed

4. Click the **Proceed** button

The Team Leader and HQ Data Manager functions should never be used by an interviewer.

## **2.2. FORMS**

By clicking on the **Proceed** button you will be brought to Form S.

### Purpose

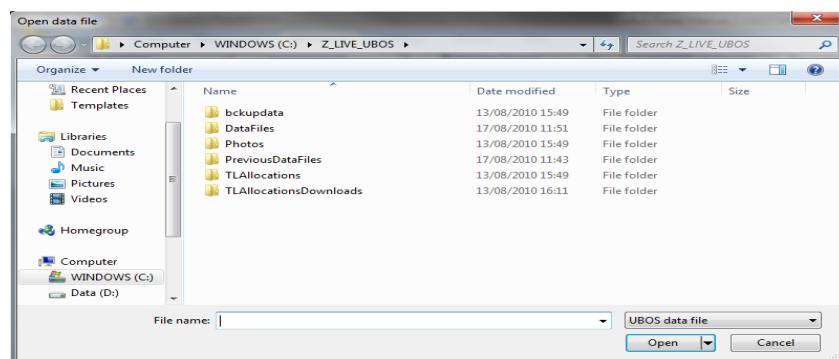
This form allows you to verify the names of the team leader and interviewer and to select the location in which you are conducting interviews. The form also allows you to select the type of interview, in this instance only full household interviews are allowed, however in future community and other modules will be incorporated into CWEST.

This form also allows you to restore the most recent back up file, more about this below.

### General Instructions

The Interviewer Should:

1. Check that the Team Leader and Interviewers Names are correct.
  - a. If they are not, click on the button which will take you back to Form S1 so that you may change the names.
2. Then click on the location drop down box and select the location in which you are interviewing.
3. If your Team Leader has provided you with an updated data file then click on the button. This will open a file navigation window as below:



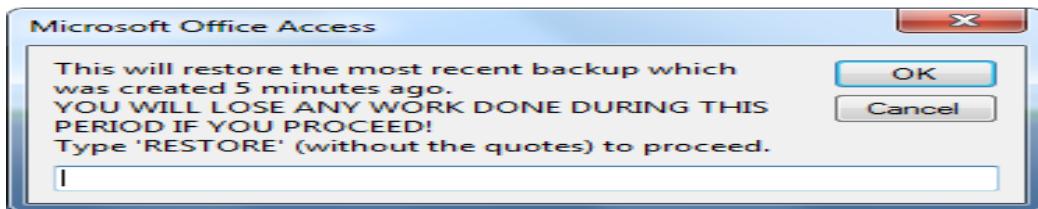
Locate the correct folder and file and then click on open and the data file will be uploaded into CWEST.

4. Then click

### 2.2.1. RESTORE MOST RECENT BACK UP

**Restore most recent backup file**

Consult your supervisor in case you have lost data. He/she will then assist you in restoring the data. Ticking the 'restore' button will pop up a following window:



Follow the instructions. Note that the warning tells you when was the data file was backed up for the last time. In the example, this happened 5 minutes ago. All data that changed within 5 minutes ago will unfortunately be lost. But better to only lose that data, than all of your data...

Only if you're really sure you need the backup, you should enter RESTORE and tick 'ok. The current data file will be replaced with the backup one.

Each time you disconnect from a data file, a backup of the data for that cluster is created. In addition, the programme will create backup files automatically during the interview.

### FORM X2 – HOUSEHOLDS TO BE VISITED

X2	HHs to be visited	Print	Add
HH ID	Family name	Street	Assigned interviewer
1073001601			Okua Moses
	<input checked="" type="checkbox"/>	<input type="button" value="Roster"/>	<input type="button" value="Location"/>
1073001602			Okua Moses
	<input checked="" type="checkbox"/>	<input type="button" value="Roster"/>	<input type="button" value="Location"/>
			<input type="button" value="Interview"/>

#### Purpose

This form allows the interviewer to see all of the Households that he/she will need to interview, with each household identified by their Household ID (HH ID), Family Name, Street and the name of the assigned Interviewers. The form enables the interviewer to check the roster of household members and the location of the household.

#### General Instructions

The interviewer should:

1. Review the list of households and ensure that their own name is listed as the assigned interviewer.
2. Click on the  button which will open a screen showing the household roster:

The screenshot shows a software window titled 'Household' with the ID '1073001602'. Below it, there is a table with columns 'ID', 'Name', and 'DoB'. The 'ID' row contains '10730016021' and the 'Name' row contains 'OPIO PETER'. The 'DoB' row contains '99/10/1959'.

**REMINDER!**

To return to the previous screen, click on the button.

3. Click on the to open Form LD1 which will display the location and contact information of the Household. This data is entered by headquarters

The screenshot shows a software window titled 'Location information' with the ID '1073001601'. It contains fields for 'Latitude', 'Longitude', 'Map zoom' (set to 10), 'Name of the HH head (from the listing)', 'Generation Area (EA)', 'LC Name', 'District', 'County/Municipality', 'Sub-County/Division/Town Council', 'Parish/Ward', 'Description of the House', and contact information for 'Contact 1(H/Head)', 'Immediate Contact 2', 'Immediate Contact 3', and 'Email Contact'.

4. Within the Location form you can click on the which will display a map showing the location of the household.
5. Finally, when you are satisfied, click on the button and you will be able to begin administering the questionnaire.

**WARNING!**

The delete button () should only be clicked with your Team Leader permission

### 3. FORM F: HOME PAGE

#### 3.1. PURPOSE:

This is the front and central page of the survey. Depending on the task you want to carry out, a different path needs to be followed here.

#### General instructions:

There are no questions to be completed on this form. It only serves as a central (home) page from which different paths can be chosen, depending on which task you want to perform. Being an interviewer, however, you only have one main task to perform, i.e. conducting surveys. Hence, there is only one path to follow, "At the house, start a household interview".

1. If you are ready to start the interview, click on **►M1 At the house, start a household interview visit**
2. If you have selected the wrong household, click **Change household** to go back to Form X2.
3. There is also a button (**►M4**) for copying data to your Team Leader, however, unless otherwise instructed this will be the responsibility of your Team Leader and you should not select this option.
4. At the bottom of the screen you will see the language selection option **Language English (DL)**, which offers only one option English DL (where DL stands for Default Language). The questionnaire is written only in English therefore you will not be able to select any other language.

### 4. FORM C – HOUSEHOLD VISIT SCREEN

The next screen to open is Form C, which allows the interviewer to enter details of each visit to a household.

#### General instructions:

1. The first time a household is visited the form will have opens it will contain no data:

<b>C</b>	Household ID <b>1073001601</b>	Assigned Interviewer <b>25</b>	<b>Appointments</b>	
1. Visit Details				
<b>Enter Visit Details</b>		<b>Get GPS data ► a</b>		
1. Fieldworker Name    2. Date    3. Day of week    4. Time <b>5. Outcome</b>				
<b>Proceed to Interview ► T</b>				

**Enter Visit Details**

2. Select **Enter Visit Details** on arrival at the household and the new record will be created as shown:

1. Fieldworker Name	2. Date	3. Day of week	4. Time	<b>5. Outcome</b>
Okua Moses	17/08/2010	Tue	12:15	<input type="button" value="▼"/> <input checked="" type="checkbox"/> <input type="button" value="X"/>
				<b>6. Visit refusal reason</b>

3. You will begin by checking to see if the Household is willing/able to be interviewed. There are a number of possible reasons as to why an interview cannot be commenced listed in the outcome field [CQ5]. From the drop down box the interviewer should select either commenced interview, if it is possible to do so or select the reason why the interview could not be commenced.

**5. Outcome**

<b>Commenced Interview [13]</b>	<input type="button" value="▼"/>
<b>Commenced Interview [13]</b>	<input type="button" value="▼"/>
<b>Refused [1]</b> <b>No Competent respondent at time of visit [2]</b> <b>H/H not known/not found [3]</b> <b>HH/Disintegrated [4]</b> <b>Not at home for extended period [5]</b> <b>Dwelling destroyed [6]</b> <b>Moved to another Village/town/district [7]</b> <b>Moved to a neighbouring country [8]</b> <b>Shifted to Unknown Location [9]</b> <b>Transferred due to work/education [10]</b> <b>Resettled home from the camp [11]</b> <b>Moved to another camp [12]</b> <b>All household Dead [14]</b> <b>Interview Completed [15]</b>	<input type="button" value="▼"/>

4. If the household refuses to be interviewed select a reason from CQ6 and enter a comment in the comment screen, by double clicking on the CQ6 answer field.

**6. Visit refusal reason**

<b>Too busy [1]</b> <b>Not interested/waste of time [2]</b> <b>Questionnaire too personal/intrusive [3]</b> <b>Don't trust surveys [4]</b> <b>Never do surveys [5]</b> <b>Too Old [6]</b> <b>Other (specify) [7]</b>	<input type="button" value="▼"/>
--	----------------------------------

5. If it is not possible to commence the interview at immediately, then select **Appointment** and record the details of the agreed date and time when the interviewer can return.

- a. Select the New Appointment button

**New Appt.**

- b. Enter the date in the format DD/MM/YYYY or click on the button and select a date from the calendar
- c. Enter the agreed time in 24 hour clock format e.g. 1330 (with no punctuation)
- d. Finally enter a description of the interview e.g. "return when HH Head is home from trip to Kampala etc".

6. Before finishing click on the

**Current Location Information - Update GPS data ► L**

button which will reopen

the location screen (discussed earlier) and will automatically update the location.

7. If the interviewer able to commence the interview then they should select commenced interview and then click on **Proceed to Interview ► T**. This will take you straight to the T- body of the questionnaire.

## 5. A GUIDE TO THE HOUSEHOLD QUESTIONNAIRE – T-FORMS

**Proceed to Interview ► T**

Having selected **Proceed to Interview ► T**, the main questionnaire form will open, i.e. the T-body, existing of 8 different tabs:

1. Start	2. Roster	3. Member Details	4. Housing Details and Energy Usage	5. Housing Income and Assets	6. Consumption	7. Miscellaneous
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You will need to follow the sequence of the tabs carefully. Each tab represents a section, which may consist of several forms. **Remember to ALWAYS run the validation check procedure BEFORE moving on to the next form!!**

We will now discuss each section of the household questionnaire separately.

### 5.1. TAB T1 – START SCREEN

This tab is simply a start screen providing some helpful guidance to the interviewer. When you have read the screen click on Tab 2 and start the survey.

### 5.2. TAB 2 – 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; and
- (iii) Identify any changes to household members since the first visit.
- (iv) Capture information on those that have moved.

**Respondent:** The respondent for this section should be the household head. You must ask a few questions to be able to identify the head of the household. If the household head is absent the next person who is acting as household head should be interviewed. ***This respondent should be a usual member of the household and should be capable of providing all the necessary information about other members of the household.*** Note that other members can help by adding information or details in the questions concerning them.

### 5.2.1. DEFINITIONS

**Household:** In this survey a household is defined as a group of people who have **normally** 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?"

**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".

### **5.2.2. INSTRUCTIONS**

Each household member needs to be listed in the Tab 2 Roster. For each of the data fields the interviewer should select the appropriate response for the household member, as described below.

If a new household member is identified then the interviewer should click on the

**Add new HH member**

which will create a new blank row in the roster.

<input type="text"/> Household number	<b>1073001601</b>		Okua Moses	<input type="button" value="Roster"/>	<input type="button" value="Print"/>			
1. Start    2. Roster    3.Member Details    4.Housing Details and Energy Usage    5.Housing Income and Assets    6. Consumption    7. Miscellaneous <input type="button" value="Check"/>								
<b>We would like to make a complete list of all household members</b>								
<input type="button" value="Add new HH member"/>		<input type="button" value="Check"/>						
Wave	Name	Gender	Residential Status	Age	Moved	Died	Demographics	
1	Yawe Fred	Male [1]	No left hh more than 6 months ago [6]	30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="►a"/>	<input checked="" type="checkbox"/>
1	Test	Male [1]	Usual member present [1]	34	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="►a"/>	<input checked="" type="checkbox"/>
1	Warda Maulid	Female [2]	Usual member present [1]	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="►a"/>	<input checked="" type="checkbox"/>
<input type="button" value="Tracking information"/>								

### Guidelines for each question

**T2Q1 – Wave Number** - this is automated and indicates which wave the household member was first interviewed in.

### T2Q2 - 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.

Then administer the questions in the next columns bfor 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.

### T2Q3 – Gender

Against each of names listed indicate the sex by selecting the appropriate sex from the drop down box.

#### **T2Q4 – Residential Status**

The persons listed in T2Q2 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

**T2Q5 – 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.

**T2Q6 Moved and T2Q7 Died**

If the household member has moved out of the household or has died since the last survey round then tick in the appropriate box.

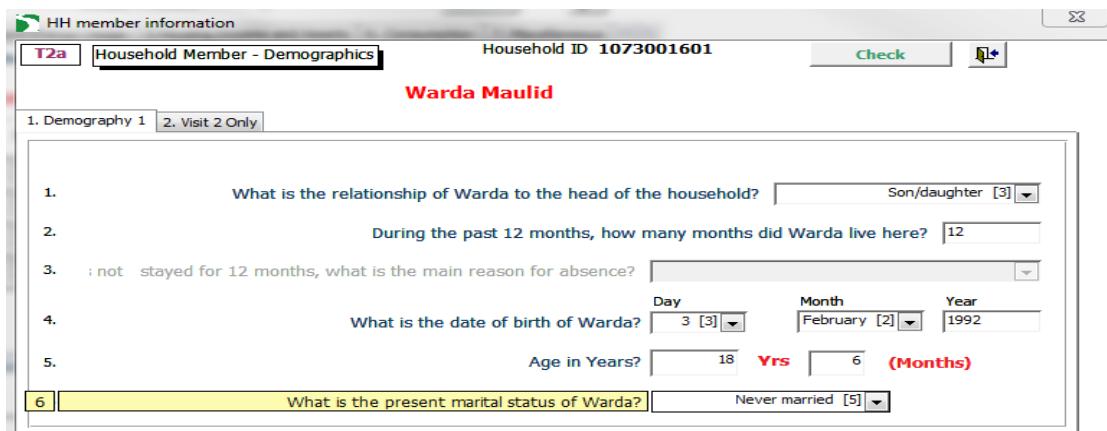
Then for each Household Member beginning with the Household Head, click on the  which will take you to Tab 2a – Demographics.

**DON'T FORGET**

Before you move on to the next form click on the CHECK button () to validate the respondents answers and check that you have completed all the required fields. If errors are highlighted then make corrections IMMEDIATELY.

**5.2.3. TAB T2A – HOUSEHOLD MEMBER DEMOGRAPHICS**

This T2a is made up of two tabs – T2A1 and T2A2 which covers 9 Questions, described below. Ensure that all white question are completed, grey out questions need not be answered as they have been skipped.


**T2aQ1 - Relationship to household head**

Against each of names listed indicate the sex and relationship to the household head by selecting the appropriate response from the drop down box. For instance, if a particular person is a son of the household head then you will select Son/Daughter [3]. 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.

### T2aQ2 - Duration of stay in the household

Enter the number of months each person has lived with the household during the last 12 months. If the person has been away irregularly, estimate the total time away in months. If the person has always been present during the last 12 months, write '12' and the software automatically skip to column T2AQ4. If the duration of stay of a person is less than one month, record '00'. Assume a month is equal to approximately four weeks. Count the completed months only. Be careful to record the correct duration for children aged less than one year.

### T2aQ3 - Reason for absence

If the person has stayed less than 12 months with the household, ask the main reason for absence and select from the dropdown box.

**The next questions of this section are only applicable to usual and regular members only. Note also that the rest of the sections of this questionnaire should be administered one after the other to only those you have identified as usual and regular members of the household.**

### T2aQ4 - Date of birth

Ask the person's date of birth. This will serve to check the accuracy of ages of household members. Select the Day, Month and Year from the drop down provided. You should ensure consistency between the age of the individual and that of his/her date of birth. Ask for documents like birth certificates, immunization cards, baptism certificates and others.

### T2aQ5 – Age

Enter the person's age in years and months

### T2aQ6 - Marital status

The Present Martial Status refers to the person's marital status as on the date of the interview. This information will be collected for only household members who are 10 years and above. "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'**.

The screenshot shows a software window titled "HH member information". At the top, there are tabs for "T2a" and "Household Member - Demographics", with "Household Member - Demographics" being the active tab. The Household ID is listed as 1073001601. There are "Check" and "Print" buttons at the top right. The main area is titled "Warda Maulid". Below this, there are two tabs: "1. Demography 1" (selected) and "2. Visit 2 Only". The "Demography 1" tab contains the following questions:

7. Is Warda still a member of your household? (dropdown menu)
8. Why did Warda leave the household? (dropdown menu)
9. In which region did Warda go? (dropdown menu)
10. In which district/ county did Warda go? (dropdown menu)

**T2aQ7, T2aQ8, T2aQ9 and T2aQ10 – Still a Household Member**

**These questions should only be answered in the second visit. If this screen is disabled and you think it should be enabled contact your Team Leader.**

You will find out if each person on the list is still a member of the household.

If the answer to this question is no, then you will record the reason why the person left the household in T2aQ7 from the list of responses.

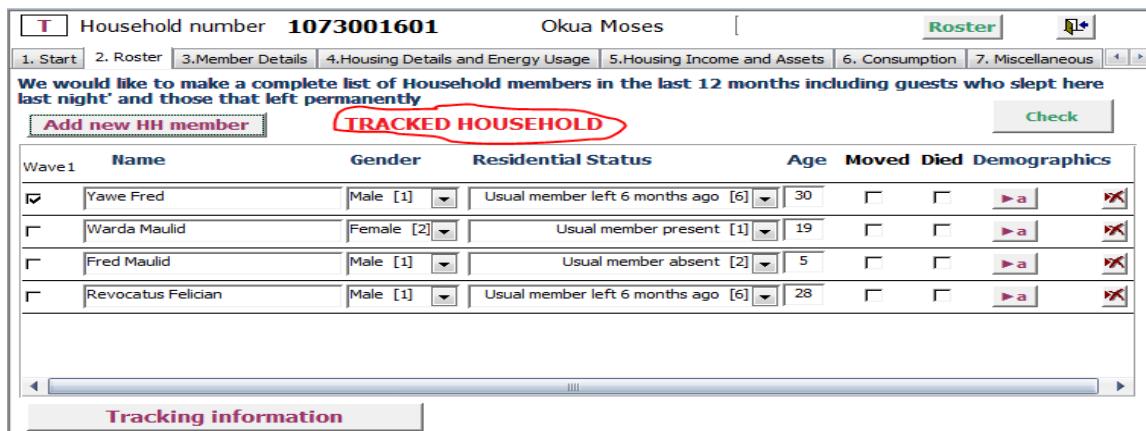
Then in T2aQ8 select the region that they have moved to and in T2aQ9 select the district or county that they have moved to.

**DON'T FORGET**

Before you move on to the next form click on the CHECK button ( ) to validate the respondents answers and check that you have completed all the required fields. If errors are highlighted then make corrections IMMEDIATELY.

#### **5.2.4. TRACKING INFORMATION**

In this survey 20% of the households visited in a cluster will be tracked. The households and household members to be tracked will be decided by UBOS headquarters and this information will be pre-loaded into CWEST. If a household you are visiting is to be tracked then you will see the words **TRACKED HOUSEHOLD** written in red at the top of the screen, as below.

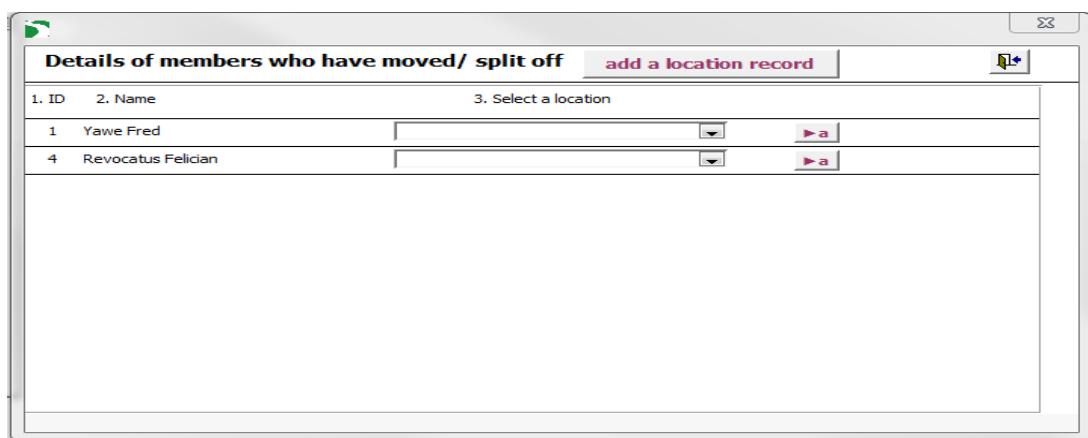


The screenshot shows a software window titled 'Household number 1073001601'. At the top, there's a 'Roster' tab. Below it, a message says 'We would like to make a complete list of Household members in the last 12 months including guests who slept here last night' and 'those that left permanently'. A red circle highlights the word 'TRACKED HOUSEHOLD' in the center of the screen. The main area displays a table of household members:

Wave1	Name	Gender	Residential Status	Age	Moved	Died	Demographics
Yawe Fred	Male [1]	Usual member left 6 months ago [6]	30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Warda Maulid	Female [2]	Usual member present [1]	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fred Maulid	Male [1]	Usual member absent [2]	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Revocatus Felician	Male [1]	Usual member left 6 months ago [6]	28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

At the bottom, there's a 'Tracking information' button.

For tracked households you will need to complete the Tracking Information form (Form TR) by clicking on the **Tracking information** at the bottom on Tab T2, after you have completed the demographics forms for all household members.



The screenshot shows a software window titled 'Details of members who have moved/ split off'. At the top, there's a button 'add a location record'. The main area displays a table of members:

1. ID	2. Name	3. Select a location
1	Yawe Fred	<input type="text"/> <input type="checkbox"/>
4	Revocatus Felician	<input type="text"/> <input type="checkbox"/>

Tab TR will contain a list of all Household Members who need to be tracked, that is everyone who has moved from the household excluding those who have died and those who have moved away to

study.

Using this form you will identify the location that the member has moved to by interviewing remaining household members or others who can provide information on the members new location (including neighbours, Community Leaders, Employers, friend, other relatives etc.

To enter the location details for the first person in the list, click on **add a location record** to open form TR1.

#### **5.2.4.1. ENTERING TRACKING INFORMATION**

This form captures information from the respondent on the new location of the formed household member. The questions should be asked of the person with the most knowledge of the respondent's new location.

**Specific instructions:**

**TR1Q1** – Location Name – enter the name of the persons new location, e.g. Kampala

**TR1Q1.1** – Enter the name of the person being interviewed

**TR1Q1.2** – Enter the respondents address

**TR1Q1.3, TR1Q1.4 and TR1Q1.5** – Enter the contact telephone, mobile and email of the respondent

**TR1Q1.6** - From the drop down select the relationship of the respondent to the person being tracked.

**Now move to Tab 2.**

**TR1Q2.1 - TR1Q2.8** – Enter as much information as possible on the tracked members new location

**Now move to Tab 3.**

This tab captures additional useful information to help track the member.

**TR1Q3.1** – Enter details of any prominent feature or landmark near where the member now lives, for example, “opposite St Matthews Church”, “green house within 100m behind BP petrol station” etc.

**TR1Q3.2** – Enter the name of the member’s spouse, if any.

**TR1Q3.3** - Select from the drop down the reason why the member moved

**TR1Q3.4** – Enter the year that the member moved

**TR1Q3.5** – enter any known contact information for the member, e.g. phone, email, PO box etc.

**Now move to Tab 4.**

**TR1Q4.1** – Enter the physical address or a description of where the member now lives.

**TR1Q4.2 - TR1Q4.4** – Enter details of the tracked member's current profession, employers name and address

**Now move to Tab 5.**

This tab asks for more useful information regarding the places that the member would normally visit regularly, other nicknames and aliases and any other characteristics that might help us locate them. Please enter as much detail as possible.

**Now move to Tab 6.**

**TR1Q6.1** – Enter the month and year that the member last visited the village

**TR1Q6.2** – Enter the month and year that the member is next expected to return to the village

**TR1Q6.3.1 to TR1Q6.3.3** –Enter the names of any other places that the member lived before he/she moved to the current location.

**Now move to Tab 7. – Influential Person**

**TR1Q7.1 – TR1Q7.6** – Enter as much information as possible about any influential person who could assist in locating the member.

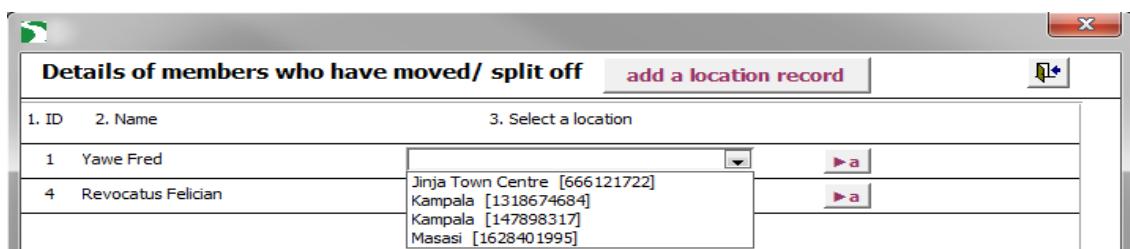
**Now move to Tab 8. – Supervisor Assessment**

**TR1Q8.1 – TR1Q8.2** – Later your Supervisor will review the information you have collected and confirm that the information is adequate to track this person. They will complete this section.

**Now move to Tab 9. – Third parties**

In the final screen you are asked to record details of any other people who might also be able to assist in locating the member. Please enter as much detail as possible.

When you have entered as much detail as possible then click on  to return to Form TR.



The screenshot shows a software interface titled "Details of members who have moved/ split off". At the top right is a "add a location record" button. Below it is a "3. Select a location" label and a dropdown menu. The dropdown contains four options: "Jinja Town Centre [666121722]", "Kampala [1318674684]", "Kampala [147898317]", and "Masasi [1628401995]". Each option is preceded by a small red square icon with a white letter "a".

Now select the location from the drop down list for the first person on the list. If you then wish to edit the location data, simply click on the .

**Now** repeat this process for all members who have moved. Note, if two members (e.g. husband and wife etc) have moved to the same location you can select the same location record for both

members from the drop down box.

### **TAB 3 – MEMBER DETAILS**

Tab 3 is made up of seven sub forms:

- (a) General Information on Household Members
- (b) Education
- (c) Health
- (d) Child Nutrition and Health
- (e) Disability
- (f) Labour Force Status
- (g) Women

**BE CAREFUL TO ENSURE THAT YOU COMPLETE ALL FORMS AND SUB-FORMS.**

#### **5.2.5. TAB 3A – GENERAL INFORMATION ON HOUSEHOLD MEMBERS**

Tab 3a collects general information on all household members (i.e. with residential status codes 1-4 in column (7) of section 2), specifically:

- (i) It captures the salient moves (migration status) made by members of the household. It elicits information on previous places or residence.
- (ii) Malaria indicators: use and treatment of mosquito nets.
- (iii) Ethnicity and committee membership
- (iv) Parents of household members sometimes do not live in the same dwelling as the household members. This section collects information on those parents who do not live in the same dwelling as their children, or who have died. Further, in the case of extended families it will allow children to be matched to their respective parents.

#### **Respondent:**

The form is made up of two sub-forms - T3aa – General and T3ab – Orphanhood for all household members.

- Tab 3aa must be completed for all household members.
- Tab 3ab must be completed for all members of the household who are below 18 years. To the extent possible ask each person directly. If someone is not available or too young to answer then the

household head, the spouse, or another well-informed member of the household may answer these questions.

Wave	Name	Age	General	Orphanhood
1	Yawe Fred	30	► a. General	► b. Orphanhood
	Warda Maulid	19	► a. General	► b. Orphanhood
	Fred Maulid	5	► a. General	► b. Orphanhood
	Revocatus Felician	28	► a. General	► b. Orphanhood

### **5.2.5.1. TAB3AA – GENERAL**

Tab 3AA is made up of two sub tabs (shown below) covering 19 questions. For each household member complete these tabs in full unless questions are skipped by the programme.

#### **Specific Instructions:**

1. Is Yawe a committee member of an LC1, LC2 or LC3?	<input type="button" value="▼"/>
2. What is Yawe's ethnic group/tribe?	<input type="button" value="▼"/>
3. Did Yawe sleep under a mosquito net last night?	<input type="button" value="▼"/>
4. Under which kind or brand did Yawe sleep?	<input type="button" value="▼"/>
5. Was this net ever soaked or dipped in a liquid to repel mosquitoes or bugs d	<input type="button" value="▼"/>
6. In which region was Yawe born?	<input type="button" value="▼"/>
7. In which district/ country was Yawe born?	<input type="button" value="▼"/>
8. In which Region did Yawe live 5 years ago?	<input type="button" value="▼"/>
9. In which district/ country did Yawe live 5 years ago?	<input type="button" value="▼"/>

#### **T3aaQ1 - Local leadership of household members**

This question seeks to find out whether any member of the household is/was a committee member of the LC-System i.e. LC1, LCII and LCIII. Note that it is asked for only household members **aged 18 years and above**.

#### **T3aaQ2 - Ethnicity**

From the drop down select the ethnic group/tribe of all household members that have usual and regular residential status.

#### **T3aaQ3 – Did the member sleep under a Mosquito net last night?**

A mosquito net is usually hung over a bed or sleeping mat and is used at night when asleep. Ask whether the respondent slept under such type of a net last night (the night before the day of the interview). Note that this question applies to all member of the household. If the answer is No or Don't know the Questions 4 and 5 will be skipped.

#### **T3aaQ4 – Brand of Net and T3aaQ5 - Insecticide treated net (ITN)**

This question is applicable to respondents who slept under a mosquito net the night before the day of the interview. An ITN is a mosquito net that has been dipped or soaked in recommended insecticide for the purposes of

repelling or killing mosquitoes and other bugs.

There are different types of nets that are common in Uganda: (i) **Permanent net:** This is a factory treated net that may not require re-treatment for up to three years, examples are "Permanent" or "Smartnet"; and (ii) **Pretreated net:** This is a net that has been pre-treated but requires further treatment after 6-12 months. Such nets are sold together with the insecticide for the purchaser or community agent to dip it into the insecticide after the specified period of time; examples include Safi Net, Cooper Net, K O Net, MusiNet etc.

You have to follow the following steps to determine whether the net has been dipped in a liquid to repel mosquitoes or bugs during the past 12 months. Most nets coming into Uganda are labelled. When you get to a household, ask the respondents for permission to see them, if it is agreeable with them. Look for the label which will enable you to identify the net.

For Question 4, select the kind or brand of net from the label from the drop down box.

In Question 5, if it is a Permanent or Smartnet then the response to "treatment" in the last 12 months should be 'yes, insecticide treated net'. For any other type of net, first find out when it was bought/how long it has been used, whether it was treated at the time of purchase and whether it has been re-treated in the last 12 months.

#### T3aaQ6 to T3aaQ15 – Migration Questions

What is intended to be captured in these questions is any long period change of residence (6 months or more) by all members of the household for various reasons such as due to job/work, access to land etc. The unit of migration is a village/town. Movement from one residence to another within the same village/town is not considered as migration.

Do not include trading trips, business trips or any kind of short-term travel.

If a person moves/moved to a new place for education (such as boarding school) and returns/returned to the point of origin then the person do/did not migrate. But if he/she subsequently stayed on there for work, then he/she is considered as a migrant.

#### T3aaQ6 and T3aaQ7– Region and District/County of birth

Ask the respondent to indicate the Region (Question 6) and District/county (Question 7) in which each of the household member(s) was born and select the appropriate answer from the drop down box. If it was abroad use the code for "**Outside of Country**".

#### T3aaQ8 and T3aaQ9– Regions and District/County of Residence five years ago

Ask the respondent to indicate the Region (Question 6) and District/county (Question 7) in which each of the household member(s) was living five years ago and select the appropriate answer from the drop down box. If it was abroad use the code for "**Outside of Country**".

#### MOVE TO NEXT TAB – GENERAL 2

Question	Answer
10. How many years has Yawe lived in this place/village? (Record 100 if Since Birth or if < 1.)	25 (Years)
11. In which region did Yawe live before moving to current place of residence?	Central [1]
12. In which district/ country did Yawe live before moving to current place of residence?	MUBENDE
13. Was the place where Yawe lived before coming here a rural or urban area?	Gazetted urban [1]
14. What was the main reason for moving to the current place of residence?	To look for work [1]
15. In how many other places (such as another village, town or abroad) did Yawe live for 6 months or longer?	0
16. During the past 5 years did Yawe ever live in a settlement camp?	No [2]
17. What was the code of the camp?	
18. What was the name/location of the camp?	
19. How many years did Yawe live in this camp?	

**T3aaQ10 - Number of years lived in District**

The question requires you to establish the number of years each household member has lived in that place (EA)/district. If an individual has lived there since birth, record 100. If one has lived there for less than one year, record 00.

**T3aaQ11 and T3aaQ12 – Region and District of former residence**

Select the region (Q11) and district (Q12) from the drop down boxes for each member indicating where he had lived before moving to the present residence. If it was abroad use the code for “Outside of Country”.

**T3aaQ13 - Urban/rural**

Select with the type of place of residence was gazetted urban, other urban or rural before he/she moved to the current residence, at the time when he moved.

**T3aaQ14 - Reason for moving to the current place of residence**

Select the main reason why the person came to the current place of residence the most recent time using the appropriate code given in the questionnaire.

**T3aaQ15 - Number of moves**

Ask the respondent if he or she has lived in another village/town (besides the present place of residence) for 6 or more months at one time since 2005/2006. There should be a change in the place of residence, which involves crossing of an administrative boundary (a move outside the village or town). A person who has lived elsewhere is one who has continuously been living at another village/town which is different from the present village/town of residence for over 6 months. Record the number of places other than current place of residence that the household members lived for 6 or more months at a time since 2005/06 in the box provided.

**T3aaQ16 to T3aaQ19 - Settlement in Camps**

These questions seek to identify whether each of the household members ever lived in a settlement camp during the past five years. If the response to question 16 is ‘No’, **go to the next person**.

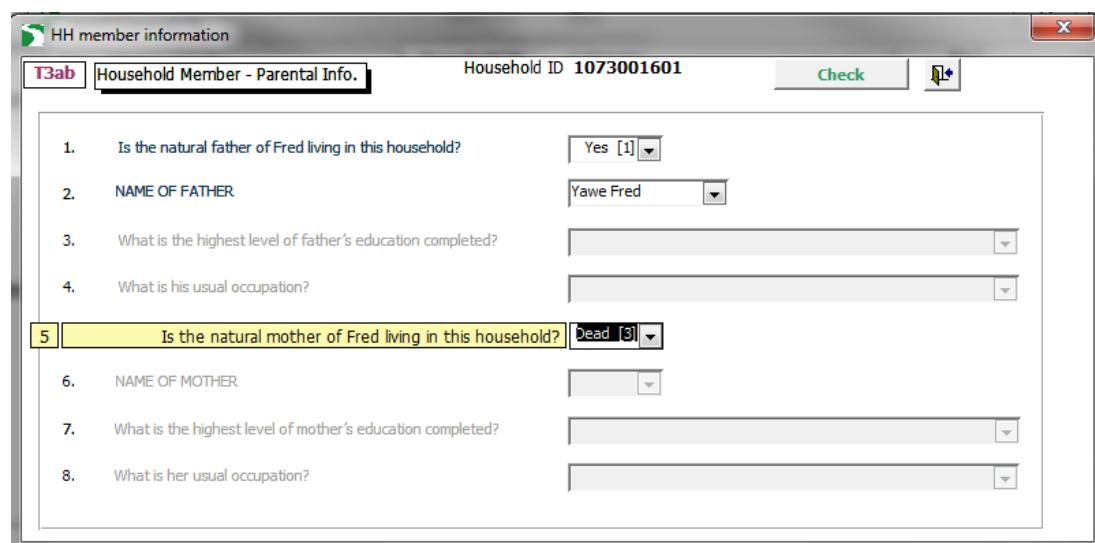
If the answer is yes, then select the name (question 17), location (question 18) and length of stay in the camp (question 19). The number of years that the household member lived in a camp settlement should be recorded in years. If the duration lived in the camp is less than 1 year (12 months), **record 00**.

Click the  **button before you move on.**

**5.2.5.2. TAB 3AB – ORPHANHOOD**

**Purpose:**

Tab 3ab investigates the location, education and employment status of both of the parents of household members who are below 18 years. To the extent possible ask each person directly.



The screenshot shows a software window titled "HH member information". The "Household Member - Parental Info." tab is active. The window displays the following questions and responses:

- 1. Is the natural father of Fred living in this household? Yes [1]
- 2. NAME OF FATHER: Yawe Fred
- 3. What is the highest level of father's education completed? (empty field)
- 4. What is his usual occupation? (empty field)
- 5. Is the natural mother of Fred living in this household? Dead [3]
- 6. NAME OF MOTHER: (empty field)
- 7. What is the highest level of mother's education completed? (empty field)
- 8. What is her usual occupation? (empty field)

**General Instructions:**

1. If the household member is recorded in the system as being over 18 years old then the form will be completed ‘greyed out’ i.e. you will not be able to enter any data. The form only needs to be completed for those who are below the age of 18.
2. For each household member who is 18 or below, please complete all questions following the specific guidelines below.

**Specific Instructions:**

**T3abQ1 and T3abQ5 – Is the father and mother living in the household**

For both father and mother identify from the drop down whether or not they are living in the household or if they have died, select dead from the drop down box.

Note that father or mother here means biological parents.

If the parent is not living in the household then T3abQ2 and/or T3abQ6 will be skipped.

**T3abQ2 and T3abQ6**

If either parent is living in the household then select their name from the drop down list of household members.

**T3abQ3 and T3abQ7 - Highest level of education of parents**

For parents who are alive but not living in the household please answer these questions. In questions 3 (father) and 7 (mother) please select their highest level of education. The highest level of education completed means the last grade or level actually completed not the last grade or level attended.

If a person has never been enrolled in school, code “No formal education”.

“Less than primary” means some education but the person has not yet completed the highest grade in the primary level (P7).

“Completed primary” means that the primary level (P7) has been completed.

“Completed O-level” means that S4 has been completed, i.e. O-level national examination has been completed. If the person did not complete S4 but completed primary school, use code “3” for completed primary.

“Completed A-level” means that A-level national examination has been completed. If the A-level national examination has not been completed, code “4” for completed O-level.

“Completed university” means the person has completed university education. If the person has not yet completed university education, code “5” for completed A-level.

**T3abQ4 and T3abQ8**

For parents who are alive but not living in the household please answer these questions. In questions 4 (father) and 8 (mother) please select current occupation. Occupation refers to the nature of task and duties performed during the reference period i.e. it refers to the main work carried out by the father of the respondent. Major portion of time devoted should be the main criterion in determining occupation (main work). Use the appropriate occupation from the drop down box.

Click the  button before you move on to the next person or form.

**5.2.6. TAB 3B - EDUCATION**

**Purpose:** The objective of this section is to measure the level of education or formal schooling of all household members aged 5 years and above.

It collects information on

- (a) the literacy status of household members – i.e. member of the household who can read and write;
- (b) the educational attainment of each respondent and the type of school attended; and
- (c) amount spent on education of household member's during the past 12 months.

**Respondent:** An attempt should be made to ensure that each member of the household aged 5 and older should respond for him/herself – i.e. each person has to be interviewed directly. If the person is too young (under 7 years) to give information for him/herself, then parents or the best informed person could provide the answer.

**General Instructions:** Tab 3b provides a list of household members for each household member click on the **► a. Education** button beside their name and complete Tab 3ba.

Wave	Name	Age	Education Info
1	Yawe Fred	30	► a. Education
	Warda Maulid	19	► a. Education
	Fred Maulid	5	► a. Education
	Revocatus Felician	28	► a. Education

### **5.2.7. TAB 3BA – EDUCATION DETAILS**

**General Instructions:**

For each household member over the age of five complete the 3 sub-tabs in Tab 3ba, wherever possible interviewing the person themselves.

**Specific Instructions:**

1. IS Fred ANSWERING FOR HIMSELF OR HERSELF?	No [2]
2. WHAT IS THE NAME OF THE PERSON RESPONDING FOR Fred?	Revocatus Felician
3. Can Fred read and write with understanding in any language?	Inable to read and write [1]
4. Has Fred ever attended any formal school?	Currently attending school [3]
5. Why has Fred not attended school?	
6. What was the highest grade/class that Fred completed?	
7. What was the main reason that Fred left school?	
8. What grade/class was Fred attending in the last completed school year?	Completed P.1 [11]

### **T3baQ1 and T3baQ2 - Self reporting status and Respondent's ID**

Record whether the specified individual answered the questions in this section by him/herself in question 1 and if not select the ID of the person that provided the information in question 2. Try as much as possible to obtain the information from the individual you are interested in one at a time.

### **T3baQ3 - Literacy status: Read and write**

Ask this question from all household members aged five and above; and record the information on whether the respondent can read and/or write with understanding in any language using the appropriate list of responses.

### **T3baQ4 - Formal schooling**

For the purpose of this survey, **formal schooling** includes schooling at primary or secondary school, vocational/technical or professional training. This question refers to whether the person has attended any formal education or not. The answer recorded for this question determines the rest of the questions that are to be asked in this section, so please answer carefully.

“Never attended” is for those respondents who report never having attended any formal schooling. In this case, you must ask the question 5 and then go to the next person.

“Attended school in the past” is for those respondents who have attended school in the past, but are not currently attending school. In this case, you fill in question 6 and 7 and then go to the next person.

“Currently attending school” is for those who are currently attending any formal school. Students out of school on holidays, vacation or because of the temporary closure of the school or institution are to be included here. Similarly, respondents who are temporarily absent from school/institution due to illness or other unavoidable circumstances but will be going back are to be included here. Students who are attending school as such, but are preparing to take examinations privately are to be included here.

### **T3baQ5 - Reasons for never attending school**

This question should be asked only for those individuals who have never attended any formal schooling, i.e. persons who responded with ‘never attended’ with code ‘1’ in Question 4.

Do not read the list of possible answers; rather directly ask the respondent why he/she did not attend school and record the main reason in case of more than one answers. Note that “too young” is a common reason given for never attending school for a child of school going age. You should politely probe if it is not actually “distance” or “insecurity” the reason for never attending before recording the answer.

After filling in the answer, skip to the next person.

### **T3baQ6 - Highest grade attained**

The highest level of education attained will be recorded for persons who attended in the past (left school), i.e. code ‘2’ attended in the past in question 4. 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 grade completed will be S3 since he/she did not completed S4.

### **T3baQ7 - Reason for leaving school**

The main reason for leaving the school is asked in this question. Do not read the list of possible responses to the respondent; rather ask him/her to tell you the main reason why he/she left school and record the answer that best reflect his/her response from the list. And then go to the next person.

**T3baQ8 - Grade attended in last completed school year**

The purpose of this question is to establish the level of repetition of individuals that are attending school. Ask the respondent for the highest grade he/she attended in the last completed school year.

**MOVE TO NEXT TAB – EDUCATION 2**

The screenshot shows a software interface titled "frmHHMemberEducationDetails". At the top, it says "Household ID 1073001601". Below that is a tab bar with "Education Details" selected, and other tabs for "Education 1", "Education 2", and "Education 3". The main area contains 16 numbered questions:

- 9. What grade/class is Fred currently attending? (Attending P. 1 [10] dropdown)
- 10. Who manages the school Fred attends? (Government [1] dropdown)
- 11. What type of school is Fred currently attending? (Day [1] dropdown)
- 12. Distance to the school in km? (2, (in Kms))
- 13. Time to school (25, In Minutes)
- 14. How much has this household spent during the past 12 months on Fred's School and re (100000, (in UGX))
- 15. How much has this household spent during the past 12 months on Fred's Uniforms and : (90000, (in UGX))
- 16. How much has this household spent during the past 12 months on Fred Books and scho (60000, (in UGX))

**T3baQ9 - Grade currently attending**

This question is asked of people who are currently attending school, i.e. code '3' in Question 4. It is important to ensure that the response from individuals currently **in school** is their **current grade** rather than the "highest grade completed", which would be the grade immediately preceding their current grade.

For students out of school on holidays, vacation or because of the temporary closure of the school or institution, information will be collected in this column as on the last working day of the school/institution. If a person is temporarily absent from the school/institution due to illness or other unavoidable circumstances but will be going back, the information will relate to the school/institution attended before the illness or other unavoidable circumstances.

**T3baQ10 - Management of the institution**

For the respondents currently attending school, inquire and record the type of management of the institution using the codes provided. Care should be taken to distinguish between government and religious institutions.

**T3baQ11 - Type of school**

You will fill in the type of school the person is currently attending; whether it is '1' Day, '2' Boarding or '3' Both Day and Boarding. Note the following skip pattern carefully.

**T3baQ12 - Distance to school in Km**

This question should be asked only to those respondents who are day scholars. Ask the respondent to estimate the distance to his/her school in kilometers (km). If the distance is given in miles, it should be converted it into km, by multiplying the distance in miles by 1.6.

**T3baQ13 - Time taken to school**

This question also applies to day scholars only. Irrespective of the mode of transport used, asks the respondent to give the time he/she takes to travel to school. Record the response in minutes. If the time is given in hours, it should be converted to minutes by multiplying the time given by 60.

#### **T3baQ14 to T3baQ20 - Cost of schooling**

This question intends to cover all the educational expenses made by the household for pupils/students attending school during the past 12 months. These expenditures may include those for the current academic year, and those of the previous academic year, provided they fall within the reference period, i.e. within the last 12 months. It is likely that the information on education expenses will be obtained from the head of the household or the parent of the child, rather than from the student him/herself. If there are no expenses under a certain item, write '0'.

If, after probing and help from you, the respondent cannot recall expenditures by category, write '999999' in the appropriate column and enter the total expenses in column T3baQ20.

If detailed expenditures are provided for some or all categories, enter them for the appropriate questions; write any other expenses for which the breakdown is not known in T3baQ19, then sum the amounts up and write the total in T3baQ20.

Note, however, that the breakdown of expenses by type is extremely important, and hence try to obtain the expenses separately for each of the categories by probing.

#### **REMEMBER**

When recording an amount of money in Uganda Shillings, enter only the amount in figure. Do not enter the symbol /= and do not write Ug. Shs on the questionnaires. Also, do not include any commas. For example, to write 5,000 Uganda Shillings:

1. Enter 5000
  2. DO NOT ENTER 5,000/= or 5000 Ug. shs.
- Always record the answer to the nearest whole shilling. Do not record cents.

**NOTE THAT AFTER QUESTION 16 YOU WILL NEED TO MOVE TO NEXT TAB – EDUCATION 3 AND CONTINUE WITH QUESTION 17**

17.	How much has this household spent during the past 12 months on Fred's Costs to and from ...	0
18.	How much has this household spent during the past 12 months on Fred's Boarding Fees?	
19.	How much has this household spent during the past 12 months on Fred's Other Spent expenses	0
20.	How much has this household spent during the past 12 months on Fred's total expenses?	50000
21.	Is Fred currently receiving a scholarship or subsidy given by the government/any organi...	No [2]
22.	Source of Funding	
23	Does Fred get meals at school?	Yes, provided free [1]

#### **T3baQ21 - Scholarship or subsidy**

This question seeks to find out whether a particular pupil/student is currently receiving a scholarship or subsidy to support his/her education. Pupils currently benefiting from UPE or USE shall be considered as receiving a subsidy. A **scholarship/subsidy** is any kind of grant, bursary or sponsorship offered to the respondent by the government, school or any other institution.

#### **T3baQ22 - Source of funding**

Ask the respondent to specify the source of funding for the scholarship or subsidy given. Select the appropriate answer from the drop down box.

#### **T3baQ23 - Meals at school**

This question seeks to establish whether meals are provided with meals at school irrespective of who manages the school. Select the response appropriately from the drop down list.

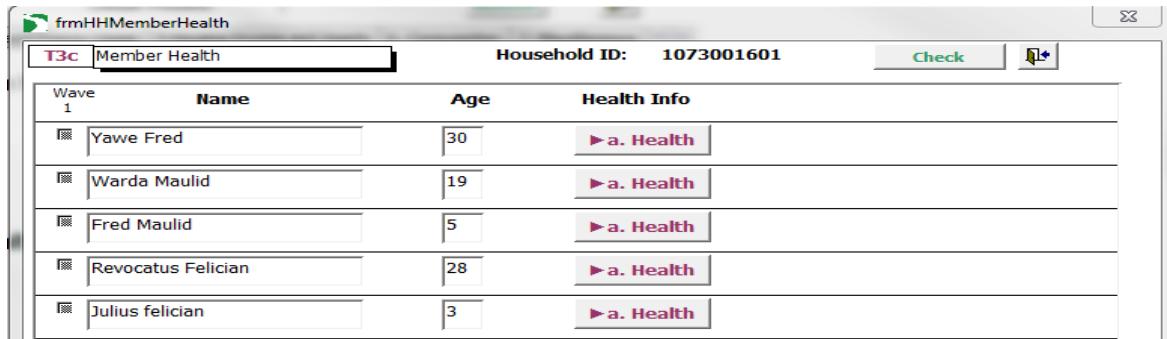
NOW  YOUR ANSWERS BEFORE MOVING ON

### 5.2.8. TAB 3C – HEALTH

**Purpose:** This section collects information on illness and injuries among household members during the past 30 days, use of health facilities and medical expenses for treating the illnesses or injuries.

**Respondent:** This section should be administered to all members of the household, but parents or knowledgeable adult (preferably female) can answer for young children.

**General Instructions:** Tab 3c provides a list of household members for each household member click on the  button beside their name and complete Tab 3ca.



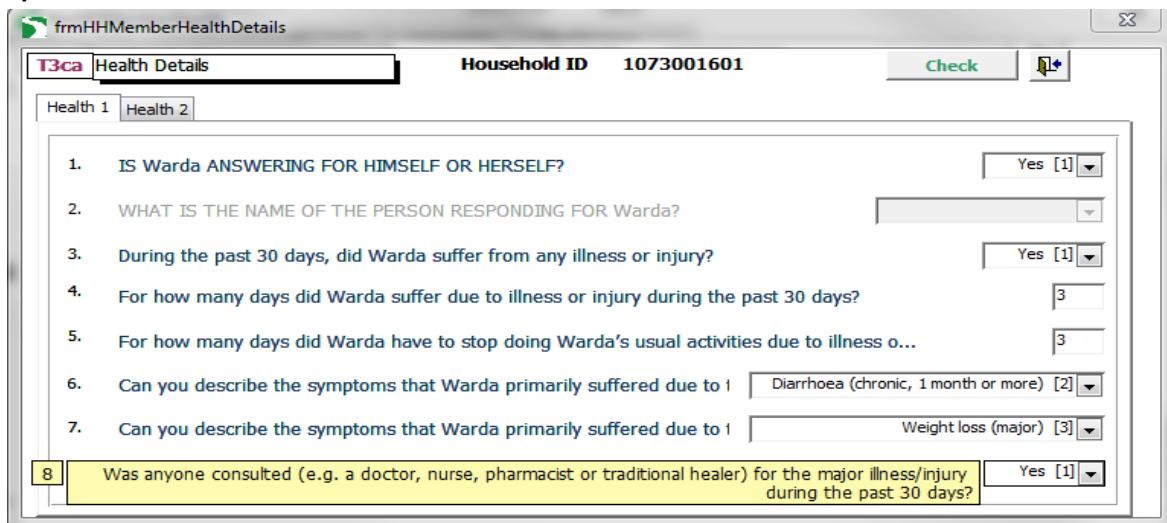
Wave	Name	Age	Health Info
1	Yawe Fred	30	
	Warda Maulid	19	
	Fred Maulid	5	
	Revocatus Felician	28	
	Julius felician	3	

#### 5.2.8.1. TAB 3CA – HEALTH DETAILS

##### General Instructions:

For each household member complete the 2 sub-tabs in Tab 3ca, wherever possible interviewing the person themselves.

##### Specific Instructions:



1. IS Warda ANSWERING FOR HIMSELF OR HERSELF?	Yes [1]
2. WHAT IS THE NAME OF THE PERSON RESPONDING FOR Warda?	Yes [1]
3. During the past 30 days, did Warda suffer from any illness or injury?	Yes [1]
4. For how many days did Warda suffer due to illness or injury during the past 30 days?	3
5. For how many days did Warda have to stop doing Warda's usual activities due to illness o...	3
6. Can you describe the symptoms that Warda primarily suffered due to 1	Diarrhoea (chronic, 1 month or more) [2]
7. Can you describe the symptoms that Warda primarily suffered due to 1	Weight loss (major) [3]
8. Was anyone consulted (e.g. a doctor, nurse, pharmacist or traditional healer) for the major illness/injury during the past 30 days?	Yes [1]

##### T3caQ1 and T3caQ2 - Self reporting status and Respondent's ID

Record whether the specified individual answered the questions in this section by him/herself and the ID of the person that provided the information. Try as much as possible to obtain the information from the individual you are interested in one at a time.

##### T3caQ3 - Illness/injury during the past 30 days

This question seeks to find out whether the respondent was ill or injured during the last 30 days before the date of the interview. For respondents who have not been ill or injured during the last 30 days, you should probe to make sure that the respondent has not forgotten any recent illness or injury whether

treatment was sought or not.

**T3caQ4 - Days suffered**

Ask the number of days the respondent suffered due to illness or injury during the last 30 days. If the respondent reports that he/she has suffered for more than 30 days, record only 30 days since the reference period of interest is the last 30 days.

**T3caQ5 - Days lost due to sickness (usual activities) during the past 30 days**

Usual activities means the work or duties or activities that the respondent expects to perform on a regular basis. Note that these are not limited to income generating activities. If the respondent is a student, ask for the number of days he/she was not able to go to school due to the illness or injury. If the respondent is a housewife, ask the number of days she was not able to do housework due to illness or injury. Also the reference period here is the last 30 days before the date of the interview. Be careful to probe for days lost for children/babies who play almost everyday. You should record those days the child has lost when it is not active.

**T3caQ6 and T3caQ7 - Symptoms**

These questions attempts to collect self-reported data on symptoms. Choose the code that best fits the symptoms described by the respondent and record up to 2 symptom codes. The response to this question is likely to be imprecise, so do not be too concerned with attempting to code a precise diagnosis.

**T3caQ8 - Consultation**

This question seeks to find out whether the respondent consulted anyone to be examined for treatment during the last 30 days. To “consult” means to go to someone, for example a doctor, nurse, traditional healer or other health practitioners to seek diagnosis and treatment for an illness or injury.

**NOW MOVE TO THE NEXT TAB – HEALTH 2**
**T3caQ9 - Reason for not consulting**

This question seeks to investigate the reasons why some respondents who fell sick did not seek treatment. This question is applicable to persons who did not consult a health practitioner. In case there are more than two reasons for not consulting, record only the one that the respondent considers to be **major**.

**T3caQ10 - Treatment sought**

In this question, ask the respondent where he/she sought the treatment (where the consultation took place) during the last 30 days. If the respondent made several visits during the last 30 days for consultation record the first visit.

“Government Hospital” is a government owned hospital.

“Government Health Center” is a health unit owned by government at (Health Centre II, III, and IV).

“Out reach” Outreach programs usually support projects that demonstrate creative or effective models of outreach and service delivery in rural communities. The purpose of outreaches is mainly to promote rural health care services outreach by expanding the delivery of health care services to include new and enhanced services in rural areas. Be sure to probe and find out whether the outreach was provided by the public or private sector.

“Community health worker” is a person who has been trained to handle health issues at the community level.

“Private Hospital” is a government owned by a private individual or group of individuals

“Drug shop/Pharmacy” is a shop that specializes in selling of medicines which may be simple or complicated medicines.

“Private Doctor/Nurse/Midwife/Clinic” is a health unit which may be run by an individual like a Doctor, Nurse, Paramedical, etc. and charges money for the health services provided.

“NGO Community Based Distributor” is a person employed an NGO to distribute medicines.

“Ordinary shop” is any retail shop that sells commonly used commodities.

“Religious Institution” A religious institution by definition is an institution that is established for not-for-profit and is for religious purposes only. Basically it is an establishment, organization or association instituted to advance or promote religious purposes or beliefs. Places of worship such as churches, mosques, temples and synagogues, charities supported by religious organizations and religious societies founded by members of a faith all come under the umbrella of religious institutions.

“Neighbor/Friend/Relative” refers to anyone from the neighborhood, who is not a health worker, from whom you may have collected medicine when a member fell sick.

“Traditional healer” is a person who uses herbs to cure the sick.

#### **T3caQ11 - Distance to facility**

Ask for the distance in kilometres (km) to the facility where the first treatment for the **major** illness was sought. If the respondent gives you the distance in miles, convert the distance into kilometres by multiplying the distance given in miles by 1.6.

#### **T3caQ12 - Cost of consultation**

Ask how much was spent on consultation and medicines for the first visit during the last 30 days (for the consultation reported in Question 8). The cost of consultation includes the fee for examining the patient and diagnosing the illness (laboratory test costs etc.), and the cost of any medicines prescribed even if it was purchased elsewhere.

NOW  YOUR ANSWERS BEFORE MOVING ON

### 5.2.9. TAB 3D – CHILD NUTRITION AND HEALTH

**Purpose:** These questions are important to obtain a better picture of the diversity of the child's diet. Only children aged from 0 to 59 months and living with a mother or caretaker in the sampled households are eligible for the questions.

**Respondent:** The questions in this section will be answered by the mothers /caretakers of the children because they are more knowledge about the children.

**General Instructions:** Tab 3d provides a list of household members up to 59 months old, for each member click on the **► a. Child Nutrition** button beside their name and complete Tab 3da.

Wave	Name	Age	Child Info
1	Julius felician	3	<b>► a. Child Nutrition</b>

#### 5.2.9.1. TAB 3DA – CHILD NUTRITION DETAILS

##### Specific Instructions

Once the Tab 3da form has opened complete all relevant (non-skipped) questions, following the instructions below.

1.	NAME OF THE RESPONDENT	Yawe Fred
2.	RELATIONSHIP OF RESPONDENT TO CHILD	Mother [1]
3.	Age of Child (IN MONTHS)	21
4.	Has Julius ever been breastfed in his/her life?	Yes [1]
5.	How long after birth did Julius start breast-feeding?	more than 6hrs [2]
6.	Is Julius breast-feeding now?	No [2]
7.	For how many months was Julius breast- fed?	9 ( <b>In Months</b> )
8.	Has Julius begun eating daily any food or fluids other than breast milk?	Yes [1]

These questions will capture demographic characteristics of the children. It is important that information is collected for one child at a time.

##### T3daQ1 - Respondent

Firstly record the person ID of the respondent from the household roster for each of the eligible children.

##### T3daQ2 – Relationship to child

Record the relationship of the respondent to the child.

### **T3daQ3 – Child Age**

This question seeks to identify the children 24 months and younger (0 to 24 months) and those older than 24 months (25 to 59 months). The questionnaire will skip to Q.24 if the response code in this question is '2' the Child's Age in Months

**NOTE - T3daQ4 T3daQ23 need only be completed for children 0-24 months**

### **T3daQ4 - Child Ever Breastfed**

Breastfeeding is important for fertility and child health. For this question, we are interested in knowing whether or not the child was **ever** breastfed at any one time in his/her life.

### **T3daQ5 - When Breastfeeding Began**

Select the appropriate answer from the drop down box to indicate when the baby was put to the breast after birth.

### **T3daQ6 – Breastfeeding Now**

It does not matter whether the child was given other liquids or foods; we are interested in knowing whether the child is being breastfed at all. If the child is still breastfeeding or the respondent does not know, skip to T3daQ8.

### **T3daQ7 - Number of Months Breastfed**

The question is asked if the child is no longer being breastfed. It is important to try to get the most accurate information possible. We are interested in how many months the mother was breastfeeding at all. It does not matter whether she was giving the child other liquids or foods as well as breastfeeding.

Record the answer in completed months. If the respondent says she cannot remember how long she breastfed a child, urge her to think about it for a while or ask her whether she remembers how old the child was when she stopped breastfeeding. If she gives an approximate answer, such as "about one year," establish whether it was exactly one year or how much more or less.

*EXAMPLE: The woman said she stopped breastfeeding when the child was 2 years old. After probing, she responded that the child stopped breastfeeding two months after his second birthday. Record '26' months.*

### **T3daQ8 to T3daQ11 - Other Feeding**

The purpose of these questions is to obtain a better picture of the diversity of the child's diet.

T3daQ8 is asked to find out whether the baby **is begin given** any fluid other than the mother's breast milk.

T3daQ9 - establish whether the child **has ever been given** other fluids and vitamins listed in the question. Note the skip pattern very carefully. Then record how old the child was when he/she was given other fluids and vitamins for the first time in completed months in T3daQ10.

T3daQ11 is to find out the total number of times that the child was given non-liquid foods the day before the interview. Ensure that snacks given to the child between regular meals are included. Select the appropriate code.

Example: The respondent reports her child was breastfed 8 times the previous day and fed porridge in the morning and evening. The child also ate a smashed banana during the afternoon. Select code 3 (2-3 times) since the child ate solid/semitransparent foods 3 times the day before the interview.

### **T3daQ12 and T3daQ13 - Vitamin A Supplementation**

Show the woman the vitamin A samples and ask her if the child received any vitamin A dose in the last 6 months (T3daQ12) and if so, record where the capsule came from (T3daQ13).

**T3daQ14 - Diarrhoea in Last 2 Weeks**

Diarrhoea is a major cause of illness and death among young children in developing countries. If a respondent is not sure what we mean by diarrhoea, tell her it means “more than three runny/loose/watery stools per day.” While reading this question, emphasize “in the last two weeks.”

**T3daQ15 - Bloody Diarrhoea**

Record whether there was any blood in the stools. Blood in the stools is a symptom of dysentery, an infection caused by particular bacteria.

**T3daQ16 - Special Fluids**

Women are asked if they gave a child with diarrhoea fluid made from a packet of oral rehydration salts (ORS) such as [LOCAL NAME FOR ORS PACKET], a pre-packaged ORS liquid, or a government-recommended homemade fluid. Read out each item and select the answer given after each item. Be sure to record a code appropriately. Do not leave any item blank.

**T3daQ17 and T3daQ18 - Drinking and Eating During Diarrhoea**

The amount of fluids or food given while a child has diarrhoea may be different than normal. Read the entire question before accepting a response. If a respondent says “less” probe to determine more specifically if she meant “much less” than usual or “somewhat less”.

**T3daQ19 - Cough in Last 2 Weeks**

This question is asked only if the child had a cough in the past two weeks. Short, rapid breathing or difficulty breathing are signs of pneumonia or other acute respiratory infection, which are a principal cause of death among children. Record YES only if the cough occurred in the two weeks prior to the date of interview.

**T3daQ20 - Fever in Last 2 Weeks**

Fever is a symptom of malaria and pneumonia, which are two of the principal causes of death for young children in many countries. Record YES only if the fever occurred in the two weeks prior to the date of interview.

**T3daQ21 - Advice or Treatment for Fever Sought**

If the child had a fever, ask about whether advice or treatment was sought, and establish where the care for the fever was sought.

Probe to determine whether more than one person or more than one place was consulted, and record all places mentioned. List all possible care providers from the list and select yes or no for each option.

If the respondent does not know whether the facility is public or private, write the name of the facility in the comments field for this question (REMINDER, to do this double click on answer field). At the end of the interview, inform the team supervisor about the problem in classifying the source.

**T3daQ22 and T3daQ23 - Child Immunization and Health**

You should have obtained documentation (birth certificates and vaccination (health) cards) for eligible children at the beginning of the interview. If you have not already collected the vaccination (health) card(s), ask the respondent to look for the card(s). In some cases, the respondent may hesitate to take time to look for the card(s), thinking that you are in a hurry. Since it is critical to obtain written documentation of

In the last few years, Uganda has changed the type of diphtheria, pertussis, and tetanus (DPT) immunization used. The previous vaccine included only DPT whereas the current vaccine also includes immunizations for influenza (Hib) and hepatitis B (HepB) in addition to DPT. Children should receive either DPT 1 or DPT-HepB-Hib 1, never both. As you read the immunization card take careful note of which type of vaccine the child received and circle the right code appropriately. Some clinics may have been using the DPT-HepB-Hib vaccine, but still using older cards which have only “DPT” printed on them. Note what the health care provider has written on the card, not just what is printed in order to correctly identify the vaccine received.

the immunization history for all eligible children, be patient if the respondent needs to search for the card(s).

If the respondent shows you the card for a child, record YES, WITH CARD. If the respondent says the child has a vaccination (health) card, but she is unable to show it to you because she has lost it, someone else has it, or it is not accessible to her during the interview, record YES, WITHOUT CARD for that child. If the respondent says she does not have a card for her child, record NO CARD. Observe the skip instruction.

If you have a vaccination (health) card for the child, record the appropriate responses to the questions in, taking the information directly from the card. In cases where there is more than one eligible child, be certain to match the correct card with the child you are asking about.

#### **T3daQ24 and T3daQ28 - Anthropometry**

Height and weight measures will be obtained for all children aged 6 to 59 months.

When you reach these questions, you must determine whether there are any children in the household eligible for anthropometry, that is, any children 6 to 59 months of age.

In **T3daQ24**, record whether or not the child has Oedema. Oedema is fluid retention. It occurs when there is too much fluid (mainly water) in the body's tissues, causing swelling to occur in the affected area. The swelling is usually related to the venous (veins) system or the lymphatic system (tubes that carry lymph, a fluid that helps fight infection and clear fluid). Oedema can affect:

- the hands, arms, feet, ankles and legs (swelling is most common in these areas),
- the brain (known as cerebral oedema), and
- the eyes (known as macular oedema).

Normally, the amount of water in the body is determined by the difference between fluid that is taken in and fluid that is taken out (discharged). Fluid is taken into the body by eating and drinking, and by water produced by bodily processes. It is discharged from the body in the form of urine, faeces, sweat and non-visible perspiration, for example, when breathing out. Factors such as the surrounding air temperature and strenuous exercise can affect the amount of water that is taken in and out of the body.

In people with oedema, the excess fluid can be caused by a number of factors. This is because oedema is not a condition itself, but is often a symptom of an underlying condition. For example, it can be a sign of kidney disease or lymphoedema. Lymphoedema is a type of chronic swelling that occurs when the lymph fluid doesn't fully drain away from the tissues. Oedema can also sometimes be caused by lifestyle factors, such as pregnancy, or a high dietary salt intake.

Then record the weight and height measurement of each child according following the instructions below.

In **T3daQ25** record child's weight to two decimal places.

In **T3daQ26** record if the child's height measured while lying down and in **T3daQ27** if the child was measured standing up respectively. Be sure to note the age groups that qualify a child to be measured while standing up or lying down.

Record the final result of the height and weight measurement in **T3daQ28**.

NOW  YOUR ANSWERS BEFORE MOVING ON

### **5.2.10. INSTRUCTIONS FOR MEASURING HEIGHT AND WEIGHT OF CHILDREN**

#### **5.2.10.1. PROCEDURES AND PRECAUTIONS BEFORE MEASURING**

##### **A. Layout of the Procedures**

Each step of the measurement procedures is directed at specific participants, who are named in bold letters at the beginning of each step: e.g. "Measurer", "Assistant", etc.

##### **B. Two Trained People Required**

Two trained people are required to measure a child's height and length. The measurer holds the child and takes the measurements. The assistant helps hold the child and records the measurements on the questionnaire. If there is an untrained assistant such as the mother, then the trained measurer should also record the measurements on the questionnaire. One person alone can take the weight of a child and record the results if an assistant is not available.

##### **C. Measuring Board and Scale Placement**

Be selective about where you place the measuring board and scale. Make sure there is adequate light. In many situations, it is best to measure outdoors during daylight hours. If it is cold, raining or if too many people congregate and interfere with the measurements, it may be necessary to weigh and measure indoors.

##### **D. When to Weigh and Measure**

Weigh and measure after you have conducted the individual interview. This will allow you to become familiar with the members of the household. DO NOT weigh and measure at the beginning of the interview, i.e., as soon as you enter a household, since it may be perceived as an upsetting intrusion.

##### **E. Weigh and Measure One Child at a Time**

If there is more than one eligible child in a household, complete the weighing and measuring of one child at a time. Then proceed with the next eligible child.

Before beginning to measure the child, check that you have entered the name and line number for the child from the household schedule correctly at the top of the column in which you are planning to record the measurements.

If there is more than one eligible woman in a household, weigh and measure her and all her eligible children before proceeding with the next woman and any children she may have. DO NOT weigh and measure all the children together. Otherwise measurements may get recorded in the wrong columns of the questionnaire. Return measuring equipment to their storage bags immediately after you complete the measurements for each household.

##### **F. Age Assessment**

Using the birth date, determine the child's age. If the child is less than 24 months (two years) old, measure the length (that is, with the child lying down). If the child is 24 months (two years) of age or older, measure height (that is, with the child standing up). If accurate age information is not possible to obtain, measure the length and record the measurement if the child is less than 85 cm. If the child is equal to or greater than 85 cm, you should obtain a second measurement with the child standing and record that value.

##### **G. Control the Child**

When you weigh and measure, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle with children. Your own sense of calm and self confidence will be felt by the mother and the child.

When a child has contact with any measuring equipment, i.e., on a measuring board you must hold

and control the child so the child will not trip or fall. Never leave a child alone with a piece of equipment.

#### H. Coping with Stress

Explain the weighing and measuring procedures to the mother, and to a limited extent, the child, to help minimize possible resistance, fears or discomfort they may feel. You must determine if the child or mother is under so much stress that the weighing and measuring must stop. Remember, young children are often uncooperative; they tend to cry, scream, kick and sometimes bite. If a child is under severe stress and is crying excessively, try to calm the child or return the child to the mother before proceeding with the measuring.

Do not weigh or measure a child if:

- The mother refuses.
- The child is too sick or distressed.
- The child is physically deformed which will interfere with or give an incorrect measurement. To be kind, you may want to measure such a child and make a note of the deformity on the questionnaire.

#### I. Recording Measurements and Being Careful

Keep objects out of your hands and pens out of your mouth, hair or breast pocket when you weigh and measure so that neither the child nor you will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack or on the questionnaire. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure.

#### J. Strive for Improvement

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice.

You will be required to weigh and measure woman children. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

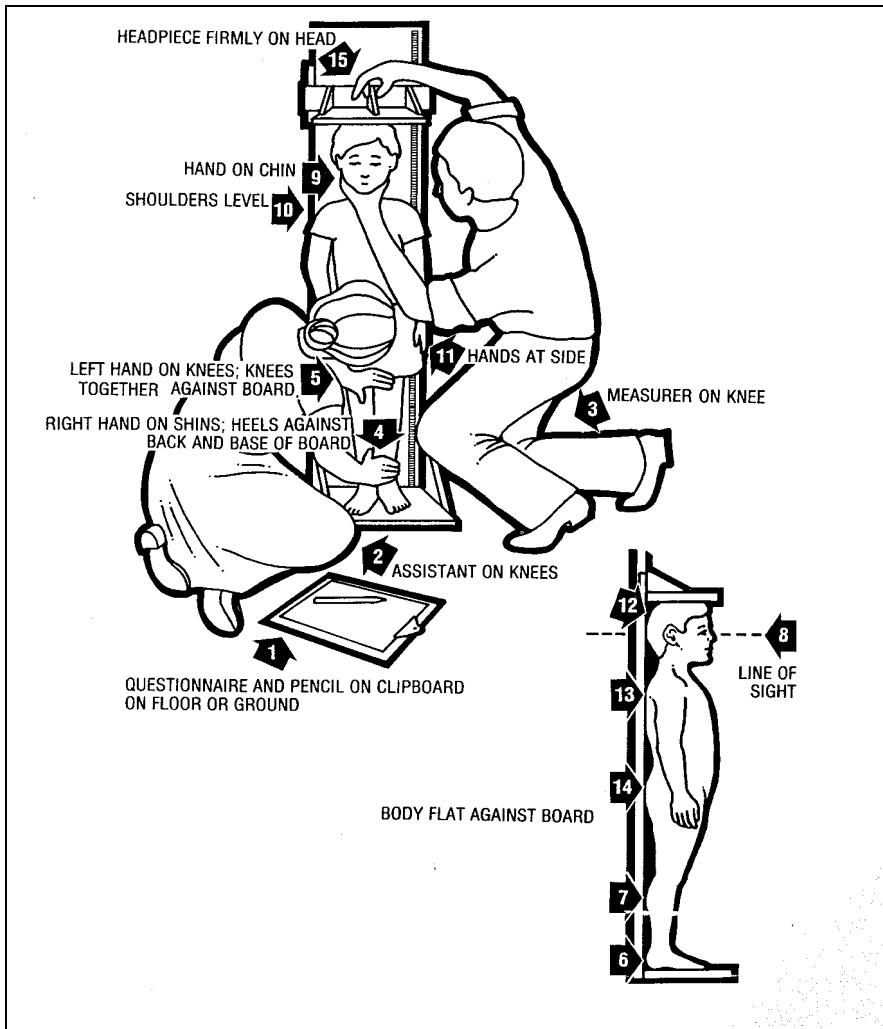
#### **5.2.10.2. I. HEIGHT, SUMMARY OF PROCEDURES**

##### A. CHILD'S HEIGHT (Illustration 1)

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
2. **Measurer or Assistant:** Ask the mother to remove the child's shoes and upbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child (if she is not the assistant).
3. **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child (Arrow 2).
4. **Measurer:** For mobility, kneel on your right knee only, on the child's left side (Arrow 3).
5. **Assistant:** Place the child's feet flat and together in the center of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
6. **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13, 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).

7. **Measurer and Assistant:** Check child's position (Arrows 1-15). Repeat any steps as necessary.
8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.
9. **Assistant:** Immediately record the measurement and show it to the measurer. Note: If the assistant is untrained, the measurer records the height.
10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

### Illustration 1



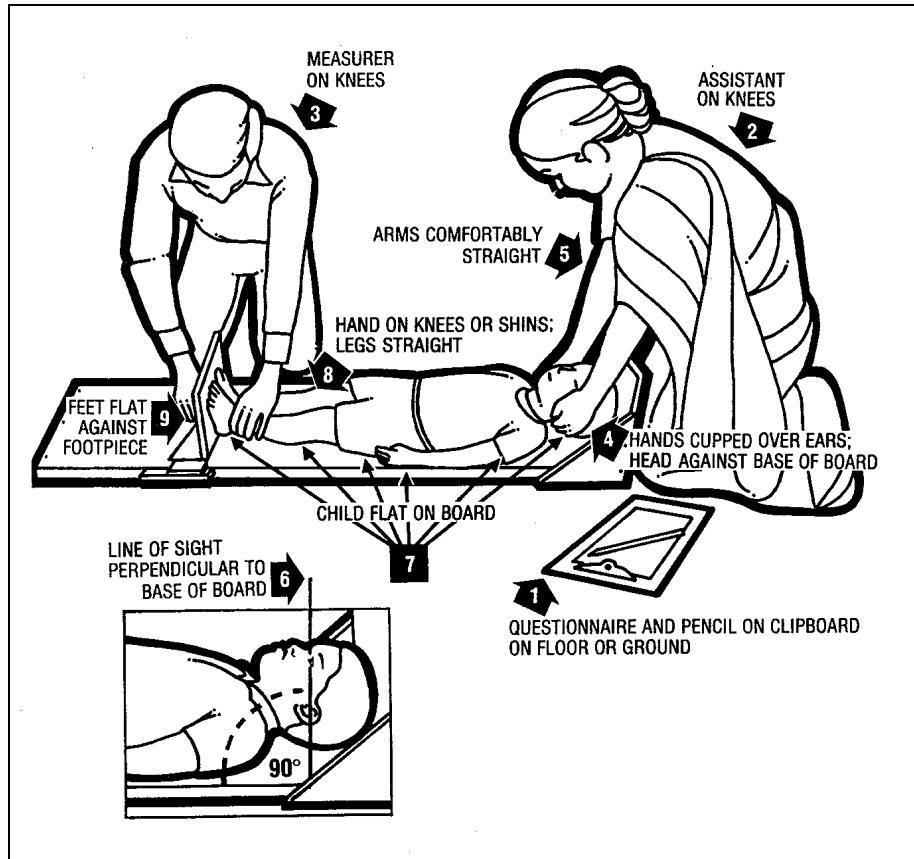
### CHILD'S LENGTH (Illustration 2)<sup>3</sup>

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.
2. **Assistant:** Place the questionnaire and pen on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).

<sup>3</sup> If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the length procedure.

3. **Measurer:** Kneel on the right side of the child so that you can hold the foot piece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:
  - Assistant:** Support the back of the child's head with your hands and gradually lower the child onto the board.
  - Measurer:** Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the center of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the foot piece firmly against the child's heels (Arrow 9).
8. **Measurer and Assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the foot piece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Immediately release the child's head, record the measurement, and show it to the measurer. Note: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

## **Illustration 2**



#### 5.2.10.3. WEIGHT, SUMMARY OF PROCEDURES FOR WEIGHING CHILDREN<sup>3</sup>

##### A. Equipment:

1. Digital scale (UNICEF Electronic Scale or Uniscale<sup>4</sup>) for weighing both children and adults. The scale looks like a bathroom scale, with a digital display. The scale is accurate to 0.1 kg (0.2 lbs), and allows the measurer to directly read the weight of the child when held by the mother without requiring any calculations.

The Uniscale has solar cells; there are no batteries that can be changed.

2. Wooden support board to place under the scale (to be carried with the scale). If you do not have a wooden board, you may have to use the top section from the height measuring board unless you can place the scale on a completely flat and horizontal floor.

##### B. Measurer: Explaining the weighing procedure to the respondent/mother.

1. Explain to the mother that you have a scale to weigh the child(ren), and that the child(ren) will be weighed while being held by the mother. Also explain that you will record the respondent's/mother's weight as well. Older children may be weighed by standing by themselves on the scale.
2. Ask the mother to wear just light indoor clothing (e.g. a dress or a blouse and skirt) when she is weighed. She should not wear thick clothing or anything heavy.

<sup>3</sup> Incorporates part of the instructions in the booklet that accompanies the Uniscale. See also Additional Notes on the Uniscale following the instructions on how to weigh women and children.

<sup>4</sup> The UNICEF emblem of the mother and child is on the Uniscale which is manufactured by SECA. The scale carries the inscription "This scale was manufactured for UNICEF using technology developed in Australia and donated to UNICEF by the people of Australia".

3. Ask the mother to undress the child(ren) completely. The only exception is that the children may wear a small pair of underpants if desired by the mother. Children should not wear diapers. If she is concerned that it is cold, tell her that she may cover the child(ren) with a cloth or a blanket until the scale is ready.
4. Ask the mother to let someone else hold the baby so she can be ready to step onto the scale (or hold the baby yourself if no one else is there).
5. Tell the mother that after weighing her, you will first weigh the youngest child, then the second youngest, etc.

**C. Measurer: Preparing the scale**

1. It is important to remember that the scale will not function correctly if it becomes too warm. It is best to use the scale in the shade, or indoors, as long as there is enough light for the solar cells. Place the wooden support board flat on the ground, making sure that it is on a smooth surface, and that it will not move at all even if someone stands on it.
2. Then place the scale on the board and make sure that it is flat (horizontal).
3. If the scale is not flat (horizontal) or if the scale and board are not steady, move the board into a different position, or place something under the board, until the problem is corrected.
4. Check again to make sure that the board is flat (horizontal) and stable and that it cannot move at all. It is important that the scale is placed on a hard, level surface; soft or uneven surfaces may cause errors in weighing.
5. Have the questionnaire and pen ready in your hand.

**D. Measurer: older children who can stand on the scale by themselves**

1. Turn the scale 'ON' by covering the solar cells for less than one second (the scale will not turn on if the solar cells are covered too long). The display should show '188.8' first, and then '0.0'. The '0.0' reading indicates that the scale is ready.
2. Ask the woman to step onto the center of the scale and stand quietly. Wait until the numbers on the display no longer change. Make sure that the solar cells are not covered by a skirt or by the woman's feet.
3. The woman's weight will appear in the display within two seconds. Record the woman's weight to the nearest 0.1 kg in the questionnaire in the RESPONDENT column (this is the weight of the respondent). (Make sure that you are able to see the whole display area so that you can read all the numbers correctly).
4. Tell the mother to please keep standing still on the scale, since you are getting ready to weigh the child now.

**E. Measurer: Weighing the child (ren)**

NOTE: If it is cold and the mother wants the child to be covered during the weighing, give her a blanket or cloth for covering the baby after you have recorded her own weight in the questionnaire (that is, after Step D.3), but before you go to the next step (E.1).

1. If you are NOT giving the mother a blanket or cloth: While the mother is standing still on the scale, make sure that the numbers are not changing, then (while the woman is standing quietly on the scale) cover the solar cells for less than one second. The scale will read '0.0'. This procedure is referred to as 'taring'. There will be a small picture of a mother holding a baby which means that the scale has adjusted itself to ignore the woman's weight and prepared itself to show you only the baby's weight. The scale is ready to weigh the baby in the mother's arms.

If you ARE giving the mother a blanket or cloth for covering the baby: Ask the mother to step off

the scale after you have recorded her weight. Then give her the blanket or cloth and ask her to step back onto the scale. (It is necessary for the woman to step off the scale because blankets and cloths usually weigh less than 2 kilograms; see H.2 below). While the woman is standing still on the scale, make sure that the numbers are not changing, then (while the woman is standing quietly on the scale and holding the blanket) cover the solar cells for less than one second. The scale will read '0.0'. There will be a small picture of a mother holding a baby which means that the scale has adjusted itself to ignore the woman's weight (this is called taring) and prepared itself to show you only the baby's weight. The scale is ready to weigh the baby in the mother's arms.

2. Give the mother the youngest child to hold. Wait until the numbers on the display no longer change.
3. Record the weight of the child to the nearest 0.1 kg in the questionnaire in the column with the child's name. (The scale has now shown you the weight of the child alone even though they was held by the mother).

**F. Measurer: Weighing more than one child per respondent**

Repeat the steps above (under E.) for each child, giving the mother the second to the youngest child to hold, then the third youngest, etc.

1. Make sure that you cover the solar cells for less than one second while the mother stands quietly alone on the scale before each child is weighed. The scale will read '0.0' and the small picture of a mother holding a baby will appear, telling you that the scale is ready to weigh the child in the mother's arms. (For the best results, it is best to follow this procedure of taring the scale before each child).
2. Give the child to the mother to hold. Wait for a few seconds until the numbers on the display no longer change.
3. Record the weight to the nearest 0.1 kg in the questionnaire in the column with the child's name.

**G. Measurer: Thank the respondent**

Thank the respondent, and tell her something nice about her child(ren).

**H. Additional Notes on the Uniscale:**

1. The Uniscale switches itself off automatically two minutes after the last weighing. If there are other eligible women or children and the scale has switched off, follow the instructions in Sections C and D to turn it on again.
2. There are special instructions for weighing very small babies (those who weigh less than about 2 kg.). If you are not able to get a weight reading when trying to weigh a small baby, follow these instructions. To get a reading for such a small child, the scale should be tared (returned to a reading of '0.0') by covering the solar cells for less than one second while the woman stands on the scale. The woman must then step off the scale (the display will then show '---'), take the small baby, and then step right back on the scale again. The display will show the weight of the small baby.
3. If there is too much movement on the scale during measurement, the display will switch between '1.' and '.1' until the load becomes stable.
4. Do not weigh loads with a total weight of more than 150 kg.
5. Possible reasons for the scale not taring (returning to '0.0' after covering the cells when the mother is standing on the scale):
  - there was no weight on the scale to tare
  - the solar cell was not covered completely
  - the solar cell was covered for more than one second; try covering it for less than one

second

- it is too dark; put the scale in a brighter place
- the load weighs more than 120 kg.; use a lighter load

6. What to do if the scale display shows:

**E01:**

The scale has to readjust itself. Get off the scale and wait until E01 no longer appears.

**E02 and switches off automatically:**

Be sure there is no load on the scale and try to start the scale.

**E03 and switches off automatically:**

The scale is either too cold or too hot. Move it to a different place with the temperature between 0 degrees C and 45 degrees C. Wait 15 minutes for it to adjust to the temperature, then start the scale.

**E04 after measuring:**

The load is too heavy (more than 150 kg.). Get off the scale and reduce the load.

**E05 for a few seconds after trying to start the tare function:**

The load is too heavy for taring (more than 120 kg.). Get off the scale and reduce the load.

7. **Notes on using, cleaning and storing the Uniscale:**

- a. The scale will not function correctly if it becomes too warm. It is best to use the scale in the shade, or indoors, as long as there is enough light for the solar cells. If the scale becomes too hot and does not work correctly, place it in a cooler area and wait 15 minutes before using it again.
- b. The scale must adjust to changes in temperature. If the scale is moved to a new site with a different temperature, wait for 15 minutes before using the scale again.
- c. Do not store the scale in direct sunlight or other hot places. For example, do not leave the scale in a parked vehicle on a sunny day.
- d. Protect the scale against excess humidity and wetness.
- e. Do not use the scales at temperatures below 0 degrees C or above 45 degrees C.
- f. Do not drop or bump the scale.
- g. To clean the scale, wipe surfaces with a damp cloth. Never put the scale into water.

**5.2.11. TAB 3E – DISABILITY**

**Purpose:** This section has multiple purposes. It gathers information on:

- Self-reported limitations on usual activities due to illness and caring for sick member of the household which is going to be administered during the second visit;
- Disability as a difficulty to be measured (both adults and children); and

**Respondent:** These questions apply to all members of the household who are 5 years. This section should be administered to all members of the household, but parents or knowledgeable adult (preferably

female) can answer for young children.

The screenshot shows a software window titled 'frmHHMemberDisability'. At the top, it displays 'T3e Member Disability' and 'Household ID: 1073001601'. There are buttons for 'Check' and a plus sign. The main area is a table with columns: 'Wave', 'Name', 'Age', and 'Disability Info'. The 'Wave' column shows '1'. The 'Name' column lists three individuals: 'Yawe Fred', 'Warda Maulid', and 'Revocatus Felician'. The 'Age' column shows their ages: 30, 19, and 28 respectively. The 'Disability Info' column contains three red rectangular buttons, each with the text '► a. Disability'.

**General Instructions:** Tab 3e provides a list of household members over the age of 5 years old for each household member click on the **► a. Disability** button beside their name and complete Tab 3ea. .

#### 5.2.11.1. TAB 3EA – DISABILITY DETAILS

##### Specific Instructions:

###### T3eaQ1 to T3eaQ9 - Functional disability

These questions seeks to find out whether the respondent has serious difficulties in seeing, hearing, walking or remembering. The questions can be sensitive and hence you should be tactful and address the issue with utmost care.

A person with a disability is defined as one who is limited in the kind of or amount of activities that he or she can do, because of ongoing difficulty(ies) due to a long-term physical condition or health problem that has lasted **six months or more**. This includes all those difficulties that are expected to last more than six months.

Systematically ask for each household member whether he/she has any difficulty in moving, seeing, hearing, speaking or learning that has lasted or is expected to last 6 months or more. It is quite common for persons in the Household to hide information about disabilities of their kins, especially the children. Ensure that you attempt to see and probe to obtain the truth. Record the proper code. It is quite common for such information to be withheld so endeavor to probe and obtain the truth.

For **T3eaQ1 to T3eaQ6** you are required to record the year in which the individual got the specific difficulty. Record the year in four digits.

For **T3eaQ7 to T3eaQ9 (Level of participation)** we are interested in knowing the degree to which the person's difficulty affects his/her participation at home or in work or school. The question applies to those persons who have at least attained either 6 years (for schooling) or 10 years (for working). Ask whether the person is able to do work at home in (Q7), attend school in column (Q8) or work in column (Q9) for those working or for those schooling, and record the proper response using the codes provided.

###### T3eaQ9 - Measures taken to mitigate the effects of the disability

The rehabilitation of disabled persons is a process with a target; aimed at enabling the person reach a certain mental, physical or social functional level, thus providing the tools and skills needed to change his or her life. This may include special education, medical rehabilitation, vocational rehabilitation or the provision of assistive devices like clutches hearing aids, walking sticks, etc.

Specific attention should be paid to the reference period used for this question. Record the attempts/measures, if any, taken in an attempt to improve the performance of the person.

Select Yes for each of the measures that have been taken in last twelve months, and select No if not

taken:

**Surgical Operation** is a medical specialty that uses operative manual and instrumental techniques on a patient to investigate and/or treat a pathological condition such as disease or injury, to help improve bodily function or appearance, or sometimes for some other reason.

**Medication** can be loosely defined as any substance intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease.

**Counselling** occurs when direction or advice are provided (especially as solicited from a knowledgeable person) so as to make a decision or course of action

**Special education** includes education for learning disability,

- Braille training/education- this is a system of reading and writing for the blind people, using dots to represent letters, which can be read by touching them.
- Sign language training- these are visual expressions/gestures used for communication by persons who can neither hear nor talk.

**Activity of Daily Living** training includes; mobility training and skills for everyday activities that we all have to do e.g. feeding, dressing, bathing, toileting, etc.

NOW  YOUR ANSWERS BEFORE MOVING ON

### **5.2.12. TAB3F – LABOUR FORCE STATUS**

**Purpose:** This section acts as a screen to determine which respondents should be asked about employment and which should be asked the questions that address 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 the previous week.

**Background and definitions:** All household members 5 years and older will be classified into three broad groupings i.e. employed, unemployed, and not in the labor force.

**Employed persons** are those who were working at a paid job or business or who were working unpaid at a household business or farm **for at least one hour during the reference week**, or who did not work during the reference week but held a job or had a business from which they were temporarily absent.

**Unemployed persons** are those individuals who did not work at all during the reference week and who were not absent from a job, but who actively looked for work during the past four weeks and were available to work in the reference week. Persons who were on layoff from a job to which they expected to return and were available to work during the reference week are also classified as unemployed, even if they did not actively look for work.

The sum of the employed and the unemployed is the **labour force**. Persons not in the labour force are neither employed nor unemployed. They did not work, they were not absent from work, and they did not actively look for work in the past four weeks.

**General Instructions:** Tab 3f provides a list of all household members of 5 years old or above each household member click on the **► a. Labour** button beside their name and to open Tab 3fa.

The screenshot shows a software interface titled "frmHHMemberLabour". At the top, it displays "T3f Member Labour" and "Household ID: 1073001601". Below this is a table with columns: Wave, Name, Age, and Labour Info. There are three rows of data:

Wave	Name	Age	Labour Info
1	Yawve Fred	30	<b>► a. Labour</b>
	Warda Maulid	19	<b>► a. Labour</b>
	Revocatus Felician	28	<b>► a. Labour</b>

Form T3fa is made up of 6 sub forms T3faa to T3faf.

The screenshot shows a software interface titled "frmHHMemberLabourDetails". At the top, it displays "T3fa Member Labour Details" and "Household ID 1073001601". Below this is a list of sub-forms:

- a** General - Q2 - 18
- b** Main Job - Q19A to 36G
- c** Second Job Q37 - 45C
- d** Usual Activity (Main) - Q46 - 53C
- e** Usual Activity (Secondary) Q54 - 58C
- f** Non-Market Labour Activities - Q59 - 67

Complete each tab one by one.

**Specific Instructions:**

The following sections describe the questions on each of the tabs in turn.

**5.2.12.1. GENERAL INFO**

**T3faaQ1 and T3faaQ2 Self reporting status and Respondent's ID**

Record whether the specified individual answered the questions in this section by him/herself (Q1) and the ID of the person that provided the information in (Q2). Try as much as possible to obtain the information from the individual you are interested in one at a time. For children under 7 the guardian should answer for them.

The next 10 questions ask if the person has engaged in five types of income generating activities in the last week and in the past 12 months. **By 'last week', we mean the full week, from Sunday through Saturday, before the one in which the interviewer is visiting.**

**T3faaQ3** asks, "*In the last week, did you work for a wage, salary, commission or any payment in kind, including doing paid domestic work, even if it was only for one hour?*" "Yes" should be recorded if the person was employed by someone to do work for at least an hour. It could have been on a regular job, under a contract, casual work, piecework, paid domestic work, or work in exchange for food or housing.

**T3faaQ4** finds out whether the person was engaged in the same activity in the last 12 months.

**T3faaQ5** asks, "*In the last week, did you run a business of any size, for yourself or with one or more partners, even if it was only for one hour?*" "Yes" should be marked if the person was self-employed doing such things as having a phone shop, a legal or medical practice, a commercial farm, or a crèche business (nursery school, day care center); hairdressing, collecting wood or water and selling it to others, brewing beer for sale, repairing things, making things for sale, selling things or doing construction. Include apprenticeships that were paid in cash.

**T3faaQ6** asks if the individual was engaged in the same activity in Question 6 above in the last 12 months.

**T3faaQ7** asks, "*In the last week, did you help without being paid in any kind of business run by your household, even if it was only for one hour?*" "Yes" should be marked if the person was an unpaid family worker doing things like cleaning up at the end of the day, doing the accounts, making things for sale or exchange, or selling things.

**T3faaQ8** asks if the individual was engaged in the same activity in Question 8 above in the last 12 months.

**T3faaQ9** asks about engagement in apprenticeship. **Apprenticeship** could be defined as a system of learning the skills of a craft or trade from experts in the field by working with them for a set period of time.

**T3faaQ10** asks about whether the member of the household was an apprentice in the last 12 months.

**Activities for an individual during the last seven days and last 12 months for each of the 4 questions above should be asked. You should not stop just because they have said "yes" to one of them. We want to know all of the types of activities they were involved in and to get the person thinking about activities they might not have thought to tell us about. Additionally, the responses to these questions will be used to direct the interviewer through subsequent sections of the questionnaire.**

**T3faaQ11** asks, "*In the last week, did you work on your household's farm?*" "Yes" should be marked if the person worked on their household's farm or plot of land. They may have been planting crops, weeding, chasing birds away from newly seeded fields, taking livestock to water, collecting eggs, milking cows,

repairing tools, building fences, or other such activities.

**T3faaQ12** Record whether or not the individual worked on the household's farm in the past 12 months.

**T3faaQ13** – Even if [name] did not do any work for pay or profit, did not help without pay in household business and did not participate in an apprenticeship in the last 7 days, did [name] have a job or business that they will definitely return to?

**T3faaQ14 and T3faaQ15** – Enter here whether the member has been looking for a job in the last four weeks.

**T3faaQ16** – Select the most appropriate option to describe the members situation at this time. Eg: ill, disabled, in school, taking care of household family etc.

**T3faaQ17** – identify up to two actions that the member was taking to find work?

#### **5.2.12.2. T3FAB – MAIN JOB**

**Purpose:**

This tab consists of 4 sub-tabs, each of which explores the members' main job at the time of the interview. The questions on these tabs gather information on the income generating work activities in the past week of household members aged 5 years and older. We will sometimes call them income generating activities "jobs" or the person's "job/business." When we do this, our intention is not to limit the question to wage paying employment, it is simply a shorter way of referring to the concept and a more commonly used word. Any of the types of income generating activities that are asked about are welcome responses.

Detailed information is requested about the occupation, industry, class of worker, usual hours, and actual hours of the respondent's main job and second job, if he/she has one. Respondents who have more than two jobs are asked to give less detailed information about the rest of their work activity in the subsequent forms. The existence of an ongoing job search activity and the desire for additional work hours are probed.

**T3fabQ1a to T3fabQ2b**

**For these questions, it is important to carefully assign the most appropriate occupational and industry codes. If you are not sure make detailed notes (preferably with in the journal) and check with your supervisor**

**T3fabQ1a** is to find out about the respondent's occupation on their job, or on their main job in the last week if they have more than one. Select the appropriate categorisation from the drop down list. Add comments in the comment box if you are not sure.

**T3fabQ1b** determines the most appropriate code for the description of the occupation using the International Standard Classification of Occupations (ISCO) codes; the interviewer should select the most

appropriate answer from the drop down box.

**T3fabQ2a** asks what the respondent's place of work produces or what its function is. The goal is to determine what industry it is in. Select the most appropriate answer from the drop down box.

**T3fabQ2b** determines the most appropriate code for industry using the International Standard Industrial Classification (ISIC) which are provided in the drop down box.

**T3fabQ3 and T3fabQ4** – Record the year and month that the household member started this employment or business. Select DK (Don't know) if the member can not remember.

**T3fabQ5** - is useful in filtering people into six groups that are largely based on class of worker status on their main job so appropriate sets of questions may be asked about that job. The categories are:

- (1) – Working for someone else for pay – this includes all employees including those doing casual, piece, or domestic work. They may be paid in cash or in kind (e.g., food or housing)
- (2) – An employer – a self employed person who pays others to work for him, either long or short term. An example might be a person who owns a shoe store and hires people to sell the shoes.
- (3) - An own-account worker – a self-employed person who does not pay anyone to work for her. An example might be a person who has a stall in a market alone.
- (4) – Helping without pay in a family business – an example might be children putting stuffing in the seats of chairs built by their parents.
- (5) – An apprentice – this includes people who are working, possibly without pay, at a job with the goal of learning a skill from someone there who already has that skill by watching and assisting that person. An example might be a girl who assists in a laundry business with the intention of learning the trade so she can start her own business in the future.
- (6) – Working on a household farm – this includes people who raise crops or livestock or engage in other farming activity on land belonging to or worked by their household. They may or may not receive any payment, but their work increases what the family has available to eat or to sell.

Based on the answer given, CWEST will generate skips appropriate to the type of worker you have selected.

#### **T3fabQ6 to T3fabQ16**

These questions apply to only employees. These questions ask about entitlement and the various types of benefits through this job; such as pension/retirement fund, paid leave, medical benefits deduction of PAYE as well as the type of employment agreement the person has with their employer. The goal of these questions is to get an idea of the degree of formality and stability of the job.

**T3fabQ6 to T3fabQ9** - Read each question carefully and enter the most appropriate answers

**T3fabQ10** - the respondent is asked if their employment agreement is verbal or written. It must be one of these two types, though people with verbal agreements often don't think of them as actual agreements. A **verbal agreement** can be something as simple as an understanding that if the person works every day that he will be paid a certain amount at the end of the week. Without such an agreement, the person would not show up and do the work.

**T3fabQ11 and T3fabQ12** address the type and duration of the employment agreement respectively. If it is a fixed term, the next question asks for the duration of the contract. Someone with a formal contract lasting a year would be included here as would a casual labourer who was only hired for the day. An **open ended appointment** is a situation where the person is hired and will continue working until that person decides to stop or they are fired or laid off. An example might be a waitress who is hired by a restaurant. Neither the waitress nor the restaurant set a date that she will stop working there and either could decide to end the agreement. **Permanent and pensionable** means that the person is hired

permanently and can expect to work there until retirement, at which time he will get a pension.

**T3fabQ13 to T3fabQ15** explores the how much cash and in-kind payments for the main job in the last week and for what period (i.e. hour, week, month etc) that these payments cover.

**T3fabQ16** and **T3fabQ17** are relevant to only self employed people and unpaid family workers. They ask if the business is registered for VAT and income tax. 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 business, he will be aware of it. ***Being registered for VAT is not the same thing as having to pay VAT when you buy something.***

**T3fabQ18 and T3fabQ19** is for apprentices and asks if they are required to pay or are being paid for their apprenticeship. As many answers as are needed to fully capture the situation may be chosen here.

**T3fabQ20** MUST be asked to types of workers, except those working on a household farm. It asks about the type of organization of the person's main job.

**T3fabQ21** – asks how many months the member was working in the main job over the last 12 months. Enter a figure for the number of months in box provided.

**T3fabQ22** - explores how many weeks the member was working in the main job over the last month. Enter a figure for the number of weeks in box provided.

**T3fabQ23 to T3fabQ29** - asks the respondent to report the exact number of hours they actually worked on their main job for each day last week. **Please stress to the respondent that we are interested in actual hours worked.** These may be different than a respondent's usual hours due to sickness, holiday, childcare issues, or a number of other reasons.

#### **5.2.12.3. T3FAC – SECOND JOB**

**Purpose:** This Tab explores if the member has done any other jobs/businesses or income generating activities other than their second job in the last week. This section asks some but not all of the same questions asked for the main job.

**Specific Instructions:**

**T3facQ1** - seeks to establish whether the respondent did any other jobs/businesses or income generating activities other than their main job in the last week. Be sure to observe the skip for those who indicate that they did not engage in any work other than their main job.

***For the next 4 questions, it is important to carefully assign the most appropriate occupational and industry codes. If you are not sure make detailed notes and check with your supervisor***

**T3facQ2a** is to find out about the respondent's second job in the last week. You should select the most appropriate type of work from the drop down box provided

**T3facQ2b** determines the most appropriate code of the description of the second job using the International Standard Classification of Occupations (ISCO) codes, the interviewer should select the most appropriate answer from the drop down box.

**T3facQ3a** asks what the respondent's second place of work produces or what its function is. The goal is to determine what industry it is in. Select the most appropriate answer from the drop down box.

**T3facQ3b** determines the most appropriate code for this industry using the International Standard Industrial Classification (ISIC) which are provided in the drop down box.

**T3facQ4 and T3facQ5** – Record the year and month that the household member started this second employment or business. Select DK (Don't know) if the member cannot remember.

**T3facQ6** - is useful in filtering people into six groups that are largely based on class of worker status on

their main job so appropriate sets of questions may be asked about that job. The categories are:

- (1) – Working for someone else for pay – this includes all employees including those doing casual, piece, or domestic work. They may be paid in cash or in kind (e.g., food or housing)
- (2) – An employer – a self employed person who pays others to work for him, either long or short term. An example might be a person who owns a shoe store and hires people to sell the shoes.
- (3) - An own-account worker – a self-employed person who does not pay anyone to work for her. An example might be a person who has a stall in a market alone.
- (4) – Helping without pay in a family business – an example might be children putting stuffing in the seats of chairs built by their parents.
- (5) – An apprentice – this includes people who are working, possibly without pay, at a job with the goal of learning a skill from someone there who already has that skill by watching and assisting that person. An example might be a girl who assists in a laundry business with the intention of learning the trade so she can start her own business in the future.
- (6) – Working on a household farm – this includes people who raise crops or livestock or engage in other farming activity on land belonging to or worked by their household. They may or may not receive any payment, but their work increases what the family has available to eat or to sell.

Based on the answer given, CWEST will generate skips appropriate to the type of worker you have selected.

**T3facQ7** - MUST be asked to types of workers, except those working on a household farm. It asks about the type of organization of the person's second job.

**T3facQ8** - asks the respondent to report the number of hours they actually worked on their second job in the last week. **Please stress to the respondent that we are interested in actual hours worked.** These may be different than a respondent's usual hours due to sickness, holiday, childcare issues, or a number of other reasons.

**T3facQ9** – explores how many months the member was working in the second job over the last 12 months. Enter a figure for the number of months in box provided.

**T3facQ10** – explores how many weeks the member was working in the second job over the last month. Enter a figure for the number of weeks in box provided.

**T3facQ11 to T3facQ13** - asks the respondent to report the exact number of hours they actually worked on their main job for each day last week. **Please stress to the respondent that we are interested in actual hours worked.** These may be different than a respondent's usual hours due to sickness, holiday, childcare issues, or a number of other reasons.

#### **5.2.12.4. TAB 3FAD – LABOUR - USUAL ACTIVITY**

**Purpose:** This section collects information on employment activities in the last 12 months of household members age 5 and older. It is asked of all people who were employed in the past week as well as those who were unemployed or not in the labour force during the past week but who had worked at some point in the past 12 months. The goal is to find out about the job at which the person spent the most time over the course of the past 12 months. It could be work at a wage and salary job, in self-employment, as an unpaid worker in a household enterprise, or on a household farm. The person could still be engaged in the work or it could be a job that has ended.

#### **Specific Instructions:**

**T3fadQ1** - asks about the respondent's desire and availability to work additional hours. These, along with several other questions, attempt to measure underemployment.

**T3fadQ2** – determines how the member has, over the last 12 months, spent most of his working time in

his main job from the last week, his second job from the last week or a job not yet mentioned.

**T3fadQ3a & b** – identify when the member started working for this employer

**T3fadQ4** – identifies the type of organisation for the members usual employer/business

**T3fadQ5** – identifies the type of position

**T3fadQ6** – identifies the duration of their contract

**T3fadQ7a, 7b, 8a and 8b** – If this job/business has not been mentioned as a main or second job in the last week, then enter details as per **T3facQ2a- T3facQ3b** in previous section.

**T3fadQ9** - is useful in filtering people into six groups that are largely based on class of worker status on their main job so appropriate sets of questions may be asked about that job. The categories are:

(1) – Working for someone else for pay – this includes all employees including those doing casual, piece, or domestic work. They may be paid in cash or in kind (e.g., food or housing)

(2) – An employer – a self employed person who pays others to work for him, either long or short term. An example might be a person who owns a shoe store and hires people to sell the shoes.

(3) - An own-account worker – a self-employed person who does not pay anyone to work for her. An example might be a person who has a stall in a market alone.

(4) – Helping without pay in a family business – an example might be children putting stuffing in the seats of chairs built by their parents.

(5) – An apprentice – this includes people who are working, possibly without pay, at a job with the goal of learning a skill from someone there who already has that skill by watching and assisting that person. An example might be a girl who assists in a laundry business with the intention of learning the trade so she can start her own business in the future.

(6) – Working on a household farm – this includes people who raise crops or livestock or engage in other farming activity on land belonging to or worked by their household. They may or may not receive any payment, but their work increases what the family has available to eat or to sell.

Based on the answer given, CWEST will generate skips appropriate to the type of worker you have selected.

**T3fadQ10** – explores how many months the member was working in this activity over the last 12 months. Enter a figure for the number of months in box provided.

**T3fadQ11** – explores how many weeks the member was working in this activity per month. Enter a figure for the number of weeks in box provided.

**T3fadQ12** – explores how many hours the member worked in the last week. Enter a figure for the number of hours in box provided.

**T3fabQ13 to T3fabQ15** explores the how much cash and in-kind payments for the main job over the last year and for what period (i.e. hour, week, monthly etc) that these payments cover.

#### **5.2.12.5. TAB 3FAE – LABOUR – SECONDARY ACTIVITY**

**Purpose:** This tab is to identify whether there are any other activities that the member has performed over the last 12 months, aside from those mentioned already.

##### **Specific Instructions:**

**T3faeQ1** – determines how the member has, over the last 12 months, undertaken any other activities not yet mentioned. If none, then you need not complete any other questions

**T3faeQ2a** is to find out about this job and select the most appropriate type of work from the drop down box provided

**T3faeQ2b** determines the most appropriate code of the description of this job using the International Standard Classification of Occupations (ISCO) codes, the interviewer should select the most appropriate answer from the drop down box.

**T3faeQ3a and T3faeQ3b** – Record the year and month that the household member started this employment or business. Select DK (Don't know) if the member can not remember.

**T3faeQ4** – identifies the type of organisation for the members usual employer/business

**T3faeQ5** – identifies the type of position

**T3faeQ6** – identifies the duration of their employment agreement/contract

**T3faeQ7a** asks what the respondent's place of work produces or what its function is. The goal is to determine what industry it is in. Select the most appropriate answer from the drop down box.

**T3faeQ7b** determines the most appropriate code for this industry using the International Standard Industrial Classification (ISIC) which are provided in the drop down box.

**T3faeQ8** – how many months was the member working in this activity over the last 12 months. Enter a figure for the number of months in box provided.

**T3faeQ9** – how many hours did the member work in the last week. Enter a figure for the number of hours in box provided.

**T3faeQ10** – explores how many weeks the member was working in this activity in the last month. Enter a figure for the number of weeks in box provided.

**T3fabQ11 to T3fabQ13** explores the how much cash and in-kind payments for this activity over the last year and for what period (i.e. hour, week, month etc) that these payments cover.

#### **5.2.12.6. TAB 3FAF – NON-MARKET LABOUR ACTIVITIES**

**Purpose:** This section collects information on some of the non-market activities of household members age 5 and over. This section is asked regardless of labour force status. The questions refer to activities last week. Record the time spent last week engaged in each type of activity.

**Specific Question Instructions:**

The activities queried here are those done for household use, not to earn money. Because time spent in agriculture and on hunting and fishing may not be readily divisible into that which results in output for household use versus that for sale, total time spent on these activities should be reported. (For example, if a person consumes some of the eggs his chickens lay and sells others, he cannot readily divide the time spent feeding the chickens. This is an example of why total time should be reported for agriculture.)

For all Questions T3fafQ1 to T3fafQ9 enter the number hours into the box provided. ***If the person did not engage in an activity or spent less than 30 minutes on it during the week, write "0." If they spent more than 30 minutes on it but less than an hour, write "1."***

**ALL QUESTIONS REFER TO THE LAST 7 DAYS**

**T3fafQ1 to T3fafQ2** - Be sure respondents include travel time in their responses to collecting firewood and fetching water respectively.

**T3fafQ3** - asks about time spent in the last week constructing housing, other buildings, roads, and wells for the private use of the household.

**T3fafQ4** - asks about making major repairs to them. Major repairs would include activities like re-

mudding a wall, replacing a thatched roof with a metal one, and fixing places where the road had washed out in the rains. Time spent decorating, painting, or making minor repairs should not be included.

**T3fafQ5** - asks about time spent in the last week milling and doing processing of food for future household consumption. It includes threshing and milling grain, making butter and cheese, slaughtering livestock, curing hides and skins, preserving food for later consumption, making beer and alcohol, and other similar activities. It does not include preparing food for immediate consumption.

**T3fafQ6** - asks about time spent in the last week making handicrafts such as furniture, clothing, clay pots, baskets, and mats for household use. It should not include those made for sale.

**T3fafQ7** - asks about time spent on agriculture in the last week. This includes growing or gathering crops, fruits, and vegetables; producing eggs and milk; burning charcoal; and other similar activities. It does not include hunting and fishing as these are queried in the next question.

**T3fafQ8** - asks about time spent hunting and fishing in the last week. This includes hunting animals and birds; catching things like fish, crabs, and shellfish from the water; and other similar activities.

**T3fafQ9** – asks about time spent of domestic activities

### **5.3. TAB3G – WOMEN**

**Purpose:** This section explores issues of family planning and child birth for female members of the household.

**General Instructions:**

1. When you open Tab T3g a roster of all female household members will appear. Ensure that all female members over the age of 18 appear on the list.

Wave	Name	Sex	Women Info
1	Warda Maulid	Female [2]	► a.Women
	Anna Maulid	Female [2]	► a.Women

2. Then for each female household member, click on the **► a.Women** button and complete form T3ga.

#### **5.3.1.1. TAB T3GA – WOMEN DETAILS**

**Purpose:** This form explores details of contraception used by the females in the household and subsequently asks about the number of children that each female has given birth to.

**General instructions:**

Complete all questions for each female member of the household and then click on CHECK to validate your answers.

**Specific Question Instructions:**

**T3gaQ1** – Ask the female HH member to mention all methods of contraception she is aware of. For those

not mentioned from the list, ask the female HH member “have you ever heard of [method]?

**T3gaQ2 and T3gaQ3** – For contraceptive methods that the female is aware of, then identify whether they have ever used the method and if they are currently using this method.

**T3gaQ4 – T3gaQ7** – explores the number of children borne by the female HH member, the number that are living in the Household, the number that are alive but living elsewhere and the number that have died.

**T3gaQ8** – Enter the date that the female HH member last gave birth to a child.

**T3gaQ9** – Identify where the last child was born. If unable to determine if a hospital, health centre, or clinic is public or private medical, write the name of the place.

**T3gaQ10** – Identify all of those who were involved in the delivery of the child

**T3gaQ11** – identify the sex of the last child borne

**T3gaQ12** – Identify whether or not the last child borne is still living

**T3gaQ13** – if the last child has died enter the age of the child when they died in months, if more than 59 months enter 60.

#### **5.4. TAB 4 – HOUSING DETAILS AND ENERGY USE**

**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).

**Respondent:** The appropriate respondent is the head of the household. If the head is not available, ask the most informed person.

##### **Definition**

**A dwelling** is a building or a group of buildings in which the household lives. It can be a hut, a group of huts, a single house, a group of houses, an apartment, several one-room apartments, etc.

##### **General Instructions**

When you select tab 4, you will see that there are four sub forms that must be completed.

The screenshot shows the interview software's interface for Tab 4. At the top, there's a navigation bar with tabs: 1. Start, 2. Roster, 3. Member Details, 4. Housing Details and Energy Usage (which is highlighted in blue), 5. Housing Income and Assets, 6. Consumption, and 7. Miscellaneous. Below the navigation bar is a toolbar with various icons. The main content area is divided into four sections, each with a title and a small icon: 'Housing Conditions' (labeled 'a'), 'Water and Sanitation' (labeled 'b'), 'Energy Use' (labeled 'c'), and 'Energy Source' (labeled 'd').

Complete each tab in order and **Check** your answers before moving on to the next tab.

#### 5.4.1. TAB 4A – HOUSING CONDITIONS

Read the introductory statements of the section to put the respondent's mind in perspective.

**T4a | Housing Condition**

Household ID 1073001601

**Check**

**Housing Conditions**

**Now we would like to ask you about your housing conditions: all the rooms and all separate building used by your household members.**

1. What type of dwelling is it?

2. What is its tenure status?

3. How many rooms does your household occupy?

4. What is the major construction material of the roof?

5. What is the major construction material of the external wall?

6. What is the major material of the floor?

#### Specific Questions

**T4aQ1** - inquires about the type of dwelling of the household now.

**T4aQ2** - This question asks about the previous and present occupancy status of the household. This refers to the arrangement in which the household occupies its dwelling, i.e. whether the household owns the dwelling, is a tenant, etc.

**T4aQ3** - This question asks information on the number of rooms that the household occupies in the dwelling. If there is more than one building (including huts), add rooms in all buildings. Do not count rooms in temporary shades or houses such as for livestock. Sum up the total number of rooms and write the total in the **space provided**. If the respondent states that a particular room is used for different purposes, for instance as a bedroom as well as a living room, count it as a **mixed room**. Note that to be counted as a room (other than a toilet); a space must be big enough to fit a bed. Record rooms used for livestock under other. Record '1' for toilet even if it is shared with another household. Toilet/bathroom does not necessarily refer to in-suit toilet or bathroom – it can be any type of toilet with or without shower/bath facility.

**T4aQ4 to T4aQ6** - 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. If they are composed of more than one material, code the predominant material in the main structure.

NOW **Check** YOUR ANSWERS BEFORE MOVING ON

#### 5.4.2. TAB 4B – WATER CONDITION

**T4bQ1 to T4bQ5** - Ask about the main source of drinking water in **T4bQ1**, the reason for not using protected water sources if the household does not get water from protected water sources in **T4bQ2**, the time it takes to collect water from the main source in minutes in **T4bQ3**, waiting time in column **T4bQ4** and its distance from the dwelling in kilometres in **T4bQ5** respectively.

**T4bQ6 and T4bQ7** - Amount of water used per day

Be sure to record the units of quantity given **T4bQ6**. The average amount/quantity of water used by the household per day in litres should be recorded in **T4bQ7**. The amount of water used per day by the household should exclude water used for household based enterprises.

**T4bQ8 to T4bQ10** - Payment for Water

These questions aims at establishing whether the water used by the household is paid for or not and the Interviewer is to record the response accordingly. The money paid to the water vendor/tanker will be considered as payment for the water.

In **T4bQ9**, record the purpose of the payment (if paid for) is recorded. **User fees/tariffs** will include monthly payments made by water users to the National Water and Sewerage Corporation or any other water authority according to the amount of water used by the household whereas **maintenance costs** refer to payments made by users for purposes of maintaining the water source regardless of the amount of water used by the household. The money paid to the water vendor/tanker will be considered under code 6 for other.

**T4bQ10** - The average amount of money in Uganda shillings spent by the household per month on water should be recorded in the space provided.

**T4bQ11 - Who normally collects the Water**

If the source of water is outside the dwelling unit, the category of people in the household who normally collects the water should be selected. All who normally collect water for the household.

**T4bQ12 - Water User Committees**

If there are safe water sources in the community, it should be investigated whether there are managed by user committees and an appropriate code from those provided should be selected.

**T4bQ13 - Preparation of Drinking Water**

This question seeks to find out how drinking water in the household is prepared and the Interviewer should select the appropriate code from those provided.

**T4bQ14 and T4bQ15 - Storage of Drinking Water**

The storage facilities for drinking water in the household should be specified in **T4bQ13** and in **T4bQ14**, indicate whether the water is covered or not using the codes provided.

**T4bQ16 - Change in Availability of safe Water**

The respondent will assess the change in the availability of safe water for household consumption in the community since 2005 and an appropriate code from those provided will be recorded by the Interviewer.

**T4bQ17 - Main Constraint in Accessing Safe Water Sources**

The main constraint that the household encounters in accessing safe water sources should be recorded. Record all the constraints mentioned by the respondent.

**T4bQ18** - Inquire about the type of toilet mainly used by the household. Note that it refers to **use** rather than **ownership**. A flush toilet is one where water is used to flush away the waste. An uncovered pit latrine is a makeshift latrine that lacks a wall, or roof, or both. The concept of sharing in this question relates to the household sharing a toilet with other households. Even if the household has a separate stance on a toilet with more than one stance, but because it is one pit, we shall treat it as shared.

**T4bQ19** - ask the respondent whether there is any provision for hand washing after toilet use near the facility.

NOW  YOUR ANSWERS BEFORE MOVING ON

#### 5.4.3. TAB 4C – ENERGY USE

**Purpose:** This section aims at measuring the access and utilization of energy fuels for lighting and cooking.

**Respondent:** The appropriate respondent is the head of the household. If the head is not available, ask the most informed person.

**Specific Instructions:**

**T4cQ1 to T4cQ6** - Inquire about whether the house that household lives in has electricity. If the response is 'No', skip to **T4bQ7**. Electricity includes hydro, thermal, solar, as well as that from diesel generators. However, questions 1 to 6 are specific to grid/hydro electricity.

**T4cQ2** seeks to establish the number of hours per day the household usually has the power in a typical season.

**T4cQ3** – Identify how the household pays for its electricity.

**T4cQ4** - Record how the household paid for the electricity it used and the quantity of electricity used (Kwh). Note that we are referring to the most recent bill at the time of interview.

**T4cQ5 and T4cQ6** - The amount of money paid for electricity in the last month should be recorded in question 5 while the number of days that the billing period covered should be recorded in question 6.

**T4cQ7 to T4cQ11:** We are interested in establishing whether the house that the household lives in has a generator. If so, record the amount that household paid for diesel or gasoline in the last month and the amount per litre of diesel or gasoline in the appropriate box.

**T4cQ12** - Record all the types of stoves that the household uses.

**T4cQ13** - refers to the different types of cooking stoves; however, it requires you to record the stove that is **most often** used by the household.

**T4cQ14 - T4cQ16** - The purpose of these questions is to establish whether the stove mainly used by the household has a chimney; the duration the stove specified is used by the household. In **T4cQ15**, record the number of hours in a day the household uses the main stove for cooking. The location or place where the household cooks should be recorded in **T4cQ16**.

NOW  YOUR ANSWERS BEFORE MOVING ON

#### 5.4.4. TAB 4D ENERGY SOURCE

Purpose: The purpose of these questions is to identify the type of fuels that households mainly use for lighting, cooking and heating.

**T4dQ1** – Going row-wise, ask the respondent to indicate whether the household uses the fuel listed in. If the response is 'No' go the next type of fuel. Select all fuels that the household uses by ticking in the appropriate box.

**T4dQ2** – Then click on the 

WHEN YOU HAVE COMPLETED ALL USAGE FORMS THEN  YOUR ANSWERS BEFORE MOVING ON

#### 5.4.4.1. TAB 4DA

For each of the fuels used you should then complete Questions **T4daQ1-5**

For **T4daQ1** to **T4daQ3** indicate whether the household uses the fuel for cooking, lighting and heating.

**T4daQ4** investigates the most common source of fuel for the household. A **public utility** is a business enterprise rendering a service considered essential to the public here could include places like a petrol station. The **black market** is not a physical place, but rather an economic activity in which merchandise and/or services are bought and sold illegally.

**T4daQ5** - The amount of money in Uganda shillings that the household paid for the specified fuel used in the last month should be recorded together with the quantity and the unit of measure of the fuel in the boxes provided.

NOW  YOUR ANSWERS BEFORE MOVING ON

YOU SHOULD HAVE NOW COMPLETED TAB 4 HOUSING DETAILS AND ENERGY USAGE.

BEFORE YOU MOVE TO TAB 5, DOUBLE CHECK THAT YOU HAVE COMPLETED ALL SUB-FORMS AND THAT

 YOU HAVE DONE A  ON ALL THE RESPONSES

#### 5.5. TAB 5 – HOUSING INCOME AND ASSETS

**Purpose:** This section gathers information on income transfers i.e. all incomes of household members other than that from paid and/or self employment during the past 12 months. It also completes the income and expenditure current accounts of the household.

**Respondent:** The respondent for this section is either the head of the household or main respondent identified by the household.

##### Definitions

**Dividends** are payments made by a corporation to its shareholders. It is the portion of corporate profits paid out to stockholders. When a corporation earns a profit or surplus, that money can be put to two uses: it can either be re-invested in the business (called retained earnings), or it can be paid to the shareholders as a dividend. Many corporations retain a portion of their earnings and pay the remainder as a dividend.

**Royalties** can be determined as a percentage of gross or net sales derived from use of the asset or a fixed price per unit sold. But there are also other modes and metrics of compensation. A **royalty interest** is the right to collect a stream of future royalty payments, often used in the oil industry and music industry to describe a percentage ownership of future production or revenues from a given leasehold, which may be divested from the original owner of the asset.

**Pension and life insurance annuity benefits:** This mainly refers to money paid at regular intervals to the beneficiaries of a retirement pension and annuity benefits.

**Remittances and assistances:** These are regular or irregular contributions in terms of money or in kind made to person living elsewhere in the country or abroad. For example, any money, food or goods received or sent out by the household from/to a relative staying elsewhere in the country or abroad is a remittance.

**Other incomes:** include income from other sources not previously reported – for example in the form of gifts, inheritances, alimony (child support/maintenance), scholarship, etc.

**Inheritance** is the practice of passing on property, titles, debts, and obligations upon the death of an individual. It has long played an important role in human societies. The rules of inheritance differ between societies and have changed over time.

**Alimony** is a legal financial arrangement between separated or divorced couples, whereby one partner provides regular payments to the other. Alimony is only available to couples that have been legally married. Unmarried couples have palimony for relief.

A **scholarship** is an award of access to an institution, or a financial aid award for a student to further education. Scholarships are awarded on various criteria usually reflecting the values and purposes of the donor or founder of the award.

**An asset** is, "Anything owned that has exchange value (a valuable or desirable thing).

**Assistance sent locally** refers to regular or irregular contributions in terms of money or in kind made to person living elsewhere in the country.

#### **General Instructions:**

Tab 5 consists of 5 sub-forms that must be completed for each household. Ensure that you do complete all tabs. Click on the button next to each heading to open the sub- forms

#### **5.5.1. TAB 5A –HOUSEHOLD INCOME IN PAST 12 MONTHS**

##### **Specific Instructions:**

**Note that the questions in this section are with reference to the last 12 months.**

**T5aQ1** - Establish from the household head what the most important source of earnings for the household was in the last 12 months. Record responses; using the given codes appropriately.

**In the table below a list of income types are provided, for each type the interviewer should complete T5aQ2 and where the answer to T5aQ2 is yes, then complete T5aQ3 to T5aQ5.**

**T5aQ2** – Asks the respondent to identify whether the household has received any income from each type of income over the past 12 months.

**T5aQ3 and T5aQ4** - The amount received in cash should be recorded in **T5aQ3** while the amount received in-kind should be recorded in **T5aQ4**.

**T5aQ5** - For the household that indicate that they received remittances locally (within the country) or from abroad; ask about what the remittances and assistance received was mainly used for.

**REMEMBER TO SCROLL DOWN THE SCREEN AND ANSWER ALL QUESTIONS**

NOW YOUR ANSWERS BEFORE MOVING ON

### **5.5.2. TAB 5B – NON-AGRICULTURE**

**Purpose:** This section gathers information on the portion of a household's income and employment derived from non-agricultural household enterprises. It identifies which household member is responsible for each enterprise in terms of decision making and the allocation of income it generates. It also covers the involvement of household enterprises in the credit market. Therefore, it is important to list and obtain data on non-agricultural enterprises regardless of size.

**Respondent:** The respondent for each enterprise should be a member of the household best informed about the enterprise.

#### **Definitions**

**Enterprise:** 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.

**Household Enterprise:** A Household Enterprise is one which is run by one or more members of a household or run jointly by two or more households on partnership basis irrespective of whether the enterprise is located in the premises of the household(s) or not. If a household runs a street corner stall, report it in this section. Likewise, if the household owns a major factory, report it in this section. If the women in the household make local drinks, straw mats, carpets or baskets, then the share of these activities that are used to generate income should be reported here. It also includes 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. Overall, all proprietary and partnership enterprises are household enterprises.

#### **Specific Instructions**

**T5bQ1** - This question establishes the existence of non-agricultural enterprises (as defined above) in the household during the last 12 months. It refers to non-agricultural enterprises that are currently operating and those they may be currently non-operational, but were operating in the past 12 months. If a member of the household does not operate an enterprise, then skip to the next section: transfer and other incomes. Households that do operate non-agricultural enterprises will be asked the rest of this section. Ask all questions about each enterprise before moving on to the next enterprise.

**T5bQ2** -This question identifies who should be the respondent to each enterprise operated by the household. The respondent should be the person in charge of the enterprise and/or most knowledgeable about the enterprise. Write the identification code of the person responsible here. You must make every effort to schedule an appointment with this person. If the person is not available, then accept proxy answers from another member of the household.

**Enterprises from last year** - The first tab show details of any enterprises previously reported in the last round. For each one, identify whether the enterprise is still in operation now and if not why it is no longer in operation.

**New Enterprises:** In the case of new enterprises, select the second tab

#### T5bQ3 and T5bQ4 - Description of the enterprise and industry code

Write the description of the enterprise and select the appropriate industry code in the boxes provided.

##### 5.5.2.1. TAB 5BA – NON-AGRICULTURAL HOUSEHOLD ENTERPRISE/ACTIVITIES

Tab 5ba explores each of the non-agricultural enterprises of the household in more detail.

###### Specific Instructions:

**T5baQ1** and **T5baQ2** - Record the ID codes of the persons in the household that own/manage the enterprise. Record up to 2 ID codes. If they are more than 2 record only the main ones.

**T5baQ3** and **T5baQ4** - Ask for the month and year in which the enterprise was started. The year should be recorded using four digits e.g. 1980, 2004, etc.

**T5baQ5** - Establish from the respondent the enterprise/business operates from and record appropriately.

**T5baQ6** - This question seeks to find out the main source of start-up capital for setting up the enterprise. Allow the respondent to reply to this question in his or her own words and then code the answer yourself. If the respondent mentions several sources of money, ask him/her

to rank them in order of importance and record the main one. Own savings could also include money obtained from the sale of crops, livestock, or any other household possession.

**T5baQ7 and T5baQ8** - - Ask whether the household has ever received any credit to operate or expand the enterprise during the past 12 months. If the household has received loans from more than one source, ask for the main one based on its size (amount), i.e. record the most important one in **T5baQ7** and in **T5baQ8** select the main source of credit for operating and expanding the enterprise.

**T5baQ9 - T5baQ13** – Identify all household members who work in the enterprise/activity. Note that a given household may have several different non-agricultural enterprises, with family members participating in all or some of them. Thus, a single household member may be listed in several enterprises. Up to 5 members should be listed based on the participation.

**T5baQ14 - Number of months enterprise operated** - Ask for how many of the past 12 months the enterprise/activity has been operating. The remaining questions in this section relate to a “normal” month (4 weeks) period that the enterprise has been operating in the past 12 months. **T5baQ14a** asks you to check if the enterprise is still in operation on the day of the interview.

**T5baQ15 - Average monthly gross revenue** - Ask the average gross revenue during a “normal” month when the business is/was operating in the past 12 months. Gross revenue of goods producing industry is the revenue that is/will be generated from the sale of goods produced without deducting expenses. In case of the service enterprises, it is the gross revenue from the services provided. In case of trading enterprises, it is defined as the value of sales. Record the gross revenue without deducting cost of purchases of goods for resale.

Here, “normal” refers to average conditions and hence we want neither peak times nor slow times.

**T5baQ16** - Record the number of employees during a “normal” month when the enterprise is/was operating in the past 12 months. Do not count household members here.

**T5baQ17** - Expenditures on wages include all payments to hired workers during a “normal” month when the business is/was operating in the past 12 months. It can take the form of cash and/or in kind payments. Ask the value of in kind payments such as meals, clothing, lodging, and any other items provided to the worker during that month.

**T5baQ18** - Here ask about expenditures on raw materials during a “normal” month when the business is/was operating in the past 12 months. For instance, it includes items like cloth, thread and other such items in the case of a tailor; goods purchased for resale from a wholesaler in the case a shop-keeper; tea, sugar, milk and other such expenses in the case of a tea stall; etc. In cases when the raw materials produced by the household are used, the market value of the goods used as raw materials should be entered in this column. For trading enterprises, the cost of purchasing the goods that were sold during the normal month should be considered here. Total purchases during the reference period must not be reported. There must be consistency in reporting the amount of goods sold and purchased for resale.

**T5baQ19** - Other operating expenses include the cost of fuel, kerosene, electricity, water, the rent of the building and equipment; any interest paid on loans; the cost of maintenance, repairs spare parts for equipment; the cost of packing, transportation, storage of products; the cost of insurance; any taxes paid by the enterprise. Record how much was spent to cover fuel, electricity, kerosene etc. expenses. Make sure that the expenditures do not include expenditures for personal matters. If there are expenditures shared between the enterprise and the household, assist the respondent in calculating the share that is directly related to the enterprise.

**T5baQ20 and T5baQ21** - Establish whether the enterprise is registered for VAT and income tax respectively.

An **income tax** is a tax levied on the income of individuals or business (corporations or other legal entities).

**Value added tax (VAT)**, or goods and services tax (GST) is a consumption tax levied on value added. In contrast to sales tax, VAT is neutral with respect to the number of passages that there are between the producer and the final consumer; where sales tax is levied on total value at each stage, the result is a cascade (downstream taxes levied on upstream taxes). A VAT is an indirect tax, in that the tax is collected from someone who does not bear the entire cost of the tax.

NOW  YOUR ANSWERS BEFORE MOVING ON

### 5.5.3. TAB 5c – FINANCIAL SERVICES

**Purpose:** This section explores the financial services that are utilised by the household.

#### Definitions

A **credit union** is a cooperative financial institution that is owned and controlled by its members, and operated for the purpose of promoting saving, providing credit at reasonable rates, and providing other financial services to its members.

**Microfinance Intuitions** provide financial services to low-income clients, including consumers and the self-employed. More broadly, it refers to a movement that envisions “a world in which as many poor and near-poor households as possible have permanent access to an appropriate range of high quality financial services, including not just credit but also savings, insurance, and fund transfers.”

**Savings and Credit Cooperatives (SACCOs):** SACCOs are important agencies of change especially in efforts to alleviate poverty and hence the campaign throughout the country encouraging people to form or join SACCOs. SACCOs are also perceived as an appropriate and micro financing outlet for rural and poor people. This is because SACCOs are seen as simple form of financial institution and well suited to the socio-economic milieu of the rural setting and poor communities.

A **bank account** is a financial account with a banking institution, recording the financial transactions between the customer and the bank and the resulting financial position of the customer with the bank.

#### Specific Instructions:

**T5cQ1** – is for the respondent to compare the total amount of money the household had saved a year ago to the time of the survey. Ensure that you read the whole question before taking and recording a response.

**T5cQ2** – With reference to the last 12 months, find out whether any member of the household has used any of the financial services listed, selected yes or no from the drop down boxes.

#### Note:

People may be sensitive about providing information on their borrowing activities. You must do your best to ensure that the respondent has confidence in you: remind the respondent that the information they give is confidential. You should also probe carefully here. Make sure you ask these questions in private as much as possible.

**Credit:** Refers to the trade of money, goods, or services at the present time for a payment in the future. It can be provided in many different forms and under a wide

variety of arrangements. It can be provided in the form of standard, formal loans or by a variety of informal means. While **lenders** may be individuals or institutions whose main function is the provision of financial services, they may also be traders, employers, landlords, or relatives of the borrower who lend money only in particular circumstances. Record borrowing for economic or daily life purposes in the last 12 months. Exclude daily borrowing due to forgetting to bring money at a particular time, but it is repaid immediately to the lender.

These questions seek to find out whether any member of the household borrowed any money or took a loan from a bank, Government agency, credit union, Micro finance Institution, employer, SACCOs/Informal Saving club, relative/friend or money lender in the past 12 months. Record the appropriate responses.

**T5cQ3 and T5cQ4** – Ascertain whether any household member applied for a loan or asked to borrow money in the last 12 months but did not obtain it.

For those indicating they did not apply for a loan, establish why no one applied for a loan or asked to borrow money in the last 12 months and record your response.

**T5cQ5** - This question determines to which type of lender the respondent applied for loan. List of possible lenders is given in the drop down box. Note that we are interested in the most recent time in the last 12 months such that if a respondent indicates that he/she took a loan more than once, record the most recent one.

**T5cQ6** – Record the **main** reason for which the loan was applied for. Do not read the list of possible answers; rather directly ask the respondent why he/she applied for loan and record the main reason in case of more than one answers.

**T5cQ7** - The purpose of this question is to establish whether any household member bought anything using a credit card, hire purchase/installments in the last 12 months.

A **credit card** is part of a system of payments named after the small plastic card issued to users of the system. It is a card entitling its holder to buy goods and services based on the holder's promise to pay for these goods and services

**Hire purchase** occurs in cases where a buyer cannot afford to pay the asked price for an item of property as a lump sum but can afford to pay a percentage as a deposit, a hire-purchase contract allows the buyer to hire the goods for a monthly rent. When a sum equal to the original full price plus interest has been paid in equal instalments, the buyer may then exercise an option to buy the goods at a predetermined price (usually a nominal sum) or return the goods to the owner. A hire purchase is termed an instalment plan some times.

**T5cQ8 and T5cQ9** - Ask the respondent whether any household member has a savings account and/or bank account.

**T5cQ10 – Q14** The purpose of these questions is to capture information on the possession of insurance. For each question indicate whether (YES) or not (NO) the household possess each insurance type.

### **Definitions**

**Health insurance** is insurance that pays for medical expenses. It may be provided through a government-sponsored social insurance program, or from private insurance companies. It may be purchased on a group basis (e.g., by a firm to cover its employees) or purchased by individual consumers. In each case, the covered groups or individuals pay premiums or taxes to help protect themselves from high or unexpected healthcare expenses. Similar benefits paying for medical expenses may also be provided through

social welfare programs funded by the government.

**Life insurance** or life assurance is a contract between the policy owner and the insurer, where the insurer agrees to pay a sum of money upon the occurrence of the insured individual's or individuals' death or other event, such as terminal illness or critical illness. In return, the policy owner agrees to pay a stipulated amount called a premium at regular intervals or in lump sums. There may be designs in some countries where bills and death expenses plus catering for after funeral expenses should be included in Policy Premium.

**Vehicle insurance** (also known as auto insurance, car insurance, or motor insurance) is insurance purchased for cars, trucks, and other vehicles. Its primary use is to provide protection against losses incurred as a result of traffic accidents and against liability that could be incurred in an accident.

**Property insurance** provides protection against most risks to property, such as fire, theft and some weather damage. This includes specialized forms of insurance such as fire insurance, flood insurance, earthquake insurance, home insurance or boiler insurance.

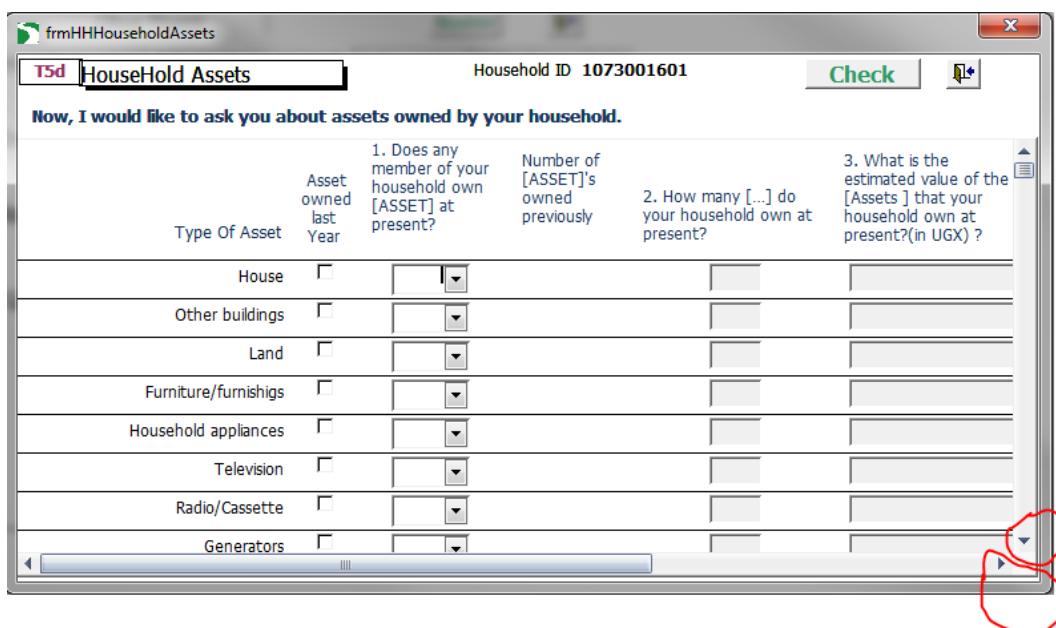
**Crop insurance** is purchased by agricultural producers, including farmers, ranchers, and others to protect themselves against either the loss of their crops due to natural disasters, such as hail, drought, and floods, or the loss of revenue due to declines in the prices of agricultural commodities. Protection against a broader range of perils can often be arranged as well.

NOW  YOUR ANSWERS BEFORE MOVING ON

#### 5.5.4. TAB 5D – HOUSEHOLD ASSETS

**Purpose:** This section is aimed at estimating the value of household, farm and non-farm enterprise assets. It also collects information on ownership of assets.

**Respondent:** The head of the household or well informed adult member of the household.



Type Of Asset	Asset owned last Year	1. Does any member of your household own [ASSET] at present?	Number of [ASSET]'s owned previously	2. How many [...] do your household own at present?	3. What is the estimated value of the [Assets] that your household own at present?(in UGX) ?
House	<input type="checkbox"/>	<input type="text" value="1"/>			
Other buildings	<input type="checkbox"/>	<input type="text" value="1"/>			
Land	<input type="checkbox"/>	<input type="text" value="1"/>			
Furniture/furnishings	<input type="checkbox"/>	<input type="text" value="1"/>			
Household appliances	<input type="checkbox"/>	<input type="text" value="1"/>			
Television	<input type="checkbox"/>	<input type="text" value="1"/>			
Radio/Cassette	<input type="checkbox"/>	<input type="text" value="1"/>			
Generators	<input type="checkbox"/>	<input type="text" value="1"/>			

**NOTE:** You will need to move across the screen to see questions 4 and 5 and you will need to

move down the screen to see the full asset list. To do this use the navigation bars at the bottom and right side of the screen.

er of ET]'s d usly	2. How many [...] do your household own at present?	3. What is the estimated value of the [Assets ] that your household own at present?(in UGX) ?	4.Why do you have less number of Assets than last year?	5.Why do you have more number of Assets than last year?

#### Specific 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. 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.

The table provides a list of physical assets, for each item:

**T5dQ1** – tick the box if the household own this asset

**T5dQ2 and T5dQ3** - determine the number and total estimated current value of the listed items owned by the household.

NOW YOUR ANSWERS BEFORE MOVING ON

YOU SHOULD HAVE NOW COMPLETED TAB 5 HOUSING INCOME AND ASSETS.

BEFORE YOU MOVE TO TAB 6, DOUBLE CHECK THAT YOU HAVE COMPLETED ALL SUB-FORMS

AND THAT YOU HAVE DONE A ON ALL THE RESPONSES

#### 5.6. TAB 6 –CONSUMPTION

**Purpose:** This section covers expenditures of the household with different reference periods depending on the frequency of purchases. It is separated into four parts which include food, beverages and tobacco, non-durable goods and frequently purchased services, semi-durable and durable goods and services and non-consumption expenditure.

This section is one of the most important sections in the socio-economic questionnaire and you need to be very careful while dealing with it to avoid omissions, under-estimates and over-estimates. Note that it is the section where most of the poverty indicators are derived.

Note also that the emphasis in this section is on consumption, and not monetary expenditures. Although the two are very close, they are not the same. Household **consumption** expenditures in cash, kind or through barter will be recorded for the household only. For bartered items record the value of the item paid for, and not the value one is getting in exchange. Food, beverages or tobacco served to

other members and guests in the household during the reference period will, however, be included in this section.

**Respondent:** The respondent for this section should be the person (household member) who manages the household budget and is the best informed about the household's consumption expenditure.

**General Instructions:**

When you select Tab 6 (Consumption) the following form will appear:

**T6Q1** – asks you to identify the number of person meals consumed by guests in the household in the last 7 days.

There are then 5 sub-forms to be completed:

#### **5.6.1. USING TABS 6A TO 6D**

Tabs 6a to 6d all collect data on the various items consumed by the household including:

1. Household Food Consumption in last 7 days
2. Food and Drink Consumption outside the household in last 7 days
3. Frequent non-food expenditure in last month
4. Less frequent expenditure in last 12 months.

For each of the above you will:

1. Identify from the household members all of the items that have been consumed within the time periods
2. Then provide additional information on each item consumed which may either be:
  - a. Only the value of the items consumed (T6b and T6e)
  - b. More detailed information about the cost of the items consumed (T6a and T6d)

This section explains how to select the items consumed by the household within CWEST and the next sections provide detail on each of the tabs 6a to 6e.

##### **5.6.1.1. SELECTING ITEMS**

When you open the consumption forms (T6a-e) a screen like the one below will appear, where the body of the report is empty.

Select items  
►S

1. First click on the **Select items ►S** button and a screen will appear listing a variety of consumption items.

Code	yes	no	Item
0101	<input type="radio"/>	<input checked="" type="radio"/>	Rice
0103	<input type="radio"/>	<input type="radio"/>	Maize (cobs)
0104	<input type="radio"/>	<input checked="" type="radio"/>	Maize (flour)
0106	<input type="radio"/>	<input type="radio"/>	Maize (grains)
0109	<input type="radio"/>	<input checked="" type="radio"/>	Millet (flour)
0110	<input type="radio"/>	<input type="radio"/>	Sorghum (flour)
0114	<input type="radio"/>	<input checked="" type="radio"/>	bread

2. Using the T6S form you will develop a full list of all items consumed by the household within the relevant time period.
3. At the top of the form there is a drop down with categories of items. Selecting each one will provide a list of items that fall within that category.

4. For all categories go through every item listed and tick either yes or no to identify whether the

household has consumed these items.

Code	yes	no	Item
0101	<input checked="" type="radio"/>	<input type="radio"/>	Rice
0103	<input checked="" type="radio"/>	<input type="radio"/>	Maize (cobs)
0104	<input type="radio"/>	<input checked="" type="radio"/>	Maize (flour)
0106	<input checked="" type="radio"/>	<input type="radio"/>	Maize (grains)
0109	<input type="radio"/>	<input checked="" type="radio"/>	Millet (flour)
0110	<input type="radio"/>	<input checked="" type="radio"/>	Sorghum (flour)
0114	<input type="radio"/>	<input checked="" type="radio"/>	bread

3. You can use the arrows either side of the drop down box to move categories or select them from the drop down. i.e.



4. When you have finished going through all the categories, click on the red cross at the top right e.g.



5. The main tab (T6a-e) will then reopen and will now contain all of the items that the household has consumed.

6. For each item you will then need to enter consumption information. There are two ways to do this, you can either:

- a. Click on the button to the right of each item or

- b. Click on , this option if preferred.

### 5.6.2. THE PICTURE FUNCTION

In the sub-forms you will find the picture button () , if you click on this button a picture will appear to help you assist the respondent in identifying what quantity they buy their goods:



By use the arrows in the top left you can move through the various types.

**5.6.3. TAB 6A – FOOD CONSUMPTION**

These parts determines the household's total expenditures on food purchased at the market place, and to estimate the value of home produced or home-grown food items consumed by the household as well as food received as gifts, presents from relatives and/or friends, or as payment in-kind i.e. remuneration for work done on someone else's farm.

In cases where food can be and is stored over long periods of time, “food consumed” should be distinguished from “food purchased”. It is the value of the former over the recall period, i.e., the last 7 days that should go into the consumption aggregate. Therefore, record values on the basis of what was actually consumed by the household. For example, if 5 kilograms of maize flour were **purchased** 7 days before the date of interview, but only 3 kilograms have been **consumed** at the time of the interview, you will record information relating to 3, not 5 kilograms in the relevant columns.

Food expenses for agricultural labourers and other workers (who are not household members) should not be included in this section. Also expenses on functions and occasions should be excluded.

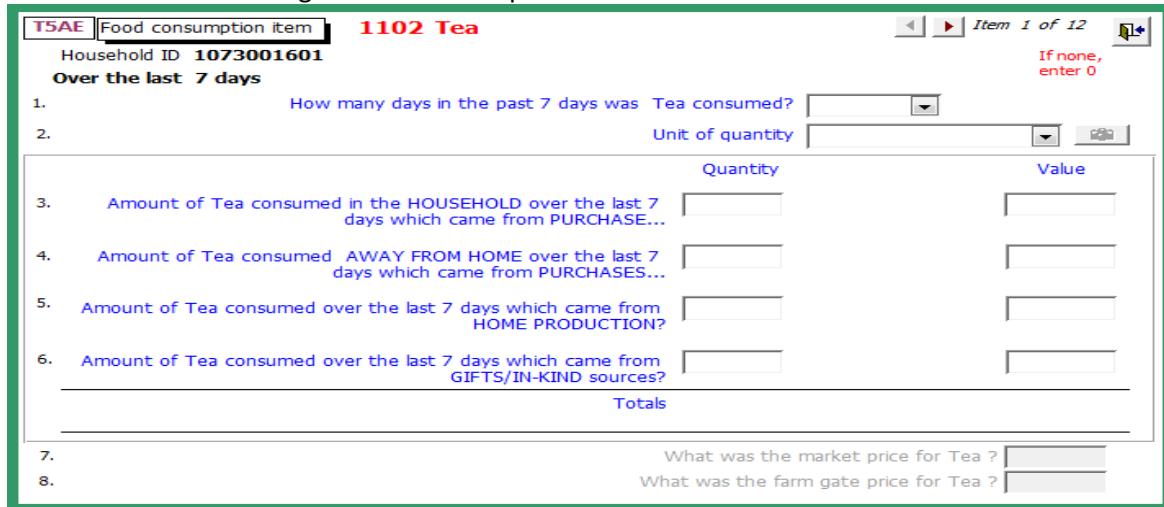
**Specific Instructions:**

1. Follow the instructions in Section 5.6.1 to select all food items consumed in past 7 days  

2. Then click on and Tab 6ae will open.

**5.6.3.1. TAB 6AE – FOOD CONSUMPTION ITEM**

The following form will then open:



A copy of this form must be completed for every item consumed by the household. When you have completed the form for one item, then click on the left and right arrows in the top right of the screen to move between items.

**T6aeQ1** – Select the number of days the household consumed the specified item within the last 7 days. Note that the number of days recorded here should not be greater than 7.

**T6aeQ2** – select the unit of quantity, the codes are provided in the codebook. Note that the same unit of measurement should be used in a given row i.e. if an item has been consumed from more than one source (purchased, home produced or received in-kind) then the same unit applies. Use the list of codes provided in the codebook for the unit of quantity.

**T6aeQ3** - This question covers purchased items consumed at home and away from home during the past 7 days. Record the quantity and value of the purchased items consumed at home in the

appropriate boxes.

**T6aeQ4** - record quantity and value of purchases consumed away from home. If the item was purchased on barter, report the value of goods exchanged to acquire it. The quantity may be given in whole units, i.e. 2 kg, 500 g, 1 bunch, etc. However, if fractional amounts are reported, for instance  $\frac{1}{2}$  kg,  $\frac{1}{2}$  lts, etc., record them as 0.5 kg (or 500 g), 0.5 lts, etc.

**T6aeQ5** - Home production refers to items produced or grown by the household which have been consumed by the household during the past 7 days. For instance, a household that owns an enterprise may consume some output from that enterprise: the enterprise could be a garden or a shop. Ask the respondent to estimate the amount of money that he/she would normally sell the quantity reported. This should be valued at farm gate/producer price. **Farm gate price** refers to the price a farmer receives for his or product at the boundary of the farm. This price excludes any cost transport and marketing services.

**T6aeQ6** - record the quantity and value of items that the household received in-kind as a gift, presents from relatives and/or friends, or as payment in-kind and consumed during the past 7 days. Note that these questions refer to food and other items received in-kind and that was consumed by the household. Valuation of the quantity consumed should be based on the market price. **The market price** refers to the price prevailing in the market that includes cost of transport, marketing services and profit margins.

There are persons who might have spent their last 7 days prior to the interview eating elsewhere, not even in restaurants, and may not have purchased any food item. Fill in item 161 for "other foods" and then record the inputted value of the food taken under column (11) i.e. "received in-kind". Such cases are common to single household members who may eat at their parents or any other relative's place.

Care should be taken where items are sourced separately. Two bunches of *Matoke*, for example, should be recorded in separate rows especially if they are of different size.

The consumption expenditures on other food, drinks and tobacco not listed in the questionnaire, if any, are to be grouped together and included under code 161. Note that beer and soda consumed with a meal in a restaurant or hotel will be recorded separately from those consumed in other places or occasions. Juices and other drinks consumed in the restaurant will be included in item 157.

**T6aeQ7 and T6aeQ8** - The market price and the farm gate/producer prices of only the items that were consumed by the household should be recorded. These prices should refer to the unit of measure recorded in **T6aeQ2**.

**NOW MOVE ON TO THE NEXT ITEM USING THE LEFT AND RIGHT ARROWS AT THE TOP OF THE SCREEN**

#### 5.6.4. TAB 6B – HOUSEHOLD OUTSIDE FOOD AND DRINK

This tab follows the same procedures as for Tab 6a but collects data on food and drinks taken outside of the household:

##### General Instructions:

1. First click on the  button and select all foods and drinks taken outside of the household by any household member in the last 7 days from tab T6S.
2. Then click  to return to Form T6b where you will see that the items you have selected have now appeared.
3. For each item then enter the total amount spent on each item by all household members

in the last 7 days.

Code	Item	UGX
1205	Food	1,000
1207	Beer	15,000
1209	Other juice	3,000
1210	Other foods	16,500

NOW **Check** YOUR ANSWERS BEFORE MOVING ON

### **5.6.5. TAB 6D FREQUENT Non-FOOD EXPENDITURES (1 MONTH)**

The actual expenditure data during the last 30 days on the items listed in column (1) will be collected as purchases, consumption out of household enterprise stocks, imputed values of items received in-kind/free collection, gifts etc. The emphasis here is again on **household** and **not enterprise** expenditures. Rent (both actual and imputed), electricity bills, salaries and wages to houseboys, maids etc. are to be converted to monthly values. In the case of ‘rent of rented houses’ – item 301 – the actual rent paid by the household during the last 30 days should be recorded. On the other hand, imputed rent of owned houses should be included. Imputed rent refers to the rent the owner occupier would have been receiving from a tenant had he/she not been living in the house they owned.

Unit prices will be at market prices of the commodity consumed. In cases where item expenses are incurred in periods of more than 30 days (e.g. rent pre-paid for a whole year in advance) such expenses should be converted to monthly values by dividing the entire figure by 12. Expenditures in Hotels should exclude food and drink expenses which are captured in Section 15. Under item 468 “expenditure on phones not owned” refers to household expenditures on calls made from telephone booths, mobile phones or fixed phones not owned by any member of the household.

#### **Specific Instructions:**

1. Follow the instructions in Section 5.6.1 to select all items consumed in past month  
Enter/edit data  
► E
2. Then click on Enter/edit data  
► E and Tab 6NF will open.

#### **5.6.5.1. TAB 6NF CONSUMPTION ITEMS**

A copy of this form must be completed for every item consumed by the household. When you have completed the form for one item, then click on the left and right arrows ◀ ▶ Item 1 of 12 in the top right of the screen to move between items.

In form T6nf enter the following data for each item consumed:

**T6nfQ1** – select the unit of quantity that the item is consumed in. If no units are listed in the drop down, please leave blank.

**T6nfQ2** – If the item was purchased enter the quantity purchased and price paid in the

correct boxes

**T6nfQ3** - Home production refers to items produced or grown by the household which have been consumed by the household during the past 7 days. For instance, a household that owns an enterprise may consume some output from that enterprise: the enterprise could be a garden or a shop. Ask the respondent to estimate the amount of money that he/she would normally sell the quantity reported. This should be valued at farm gate/producer price.

**T6nfQ4** - record the quantity and value of items that the household received in-kind as a gift, presents from relatives and/or friends, or as payment in-kind and consumed during the past 7 days. Note that these questions refer to food and other items received in-kind and that was consumed by the household. Valuation of the quantity consumed should be based on the market price. **The market price** refers to the price prevailing in the market that includes cost of transport, marketing services and profit margins.

**T6nfQ5** – If required, enter the market price for the item

**NOW MOVE ON TO THE NEXT ITEM USING THE LEFT AND RIGHT ARROWS AT THE TOP OF THE SCREEN**

WHEN YOU ARE DONE  YOUR ANSWERS BEFORE MOVING ON

#### **5.6.6. TAB 6E LESS FREQUENT EXPENDITURES (1 YEAR)**

Data on expenditures on durable and semi-durable goods and services during the last 365 days will be collected. In **column (3)** record the actual expenditure on goods and services purchased during the last 365 days. In **column (4)** record goods and services received from the household enterprise stock, if any, valued at farm-gate/producer prices. In **column (5)** record the market value for items received in-kind as gifts, presents, and imputed value for free collections that the household received in the last 365 days.

Expenditures on household functions (code '801') include expenses on functions and occasions such as weddings, funerals, etc. at the household.

**General Instructions:**

 Select items

▶ 5

1. First click on the  button and select all items consumed by any household member in the last 365 days from tab T6S.
2. Then click  to return to Form T6e where you will see that the items you have selected have now appeared.
3. For each item then enter the total amount spent on each item by all household members in the last 365 days.

NOW

 Check

YOUR ANSWERS BEFORE MOVING ON

### 5.6.7. TAB 6F DETAILS OF MISSING CONSUMPTION INFORMATION

**Purpose:** The purpose of this form is to identify the extent of the expenditure information that is not captured in the previous forms.

**Specific Instructions:** For each person in the household roster, identify:

- The extent of consumption information not captured.
- If the person missed any meals in the last 7 days (Yes or No) and
- If Yes, how many meals they missed. This must not exceed 14 meals

ID	Name	Amount of information not captured	Did this person miss any HH meals in the last 7 days?	If so how many meals were missed? (1-14)
1	Namugga Sinai	Most [2]	Yes [1]	5
2	Warda Maulid			
3	Anna Maulid			

### 5.6.8. FINISHING THE CONSUMPTION MODULE

When you have fully completed the six consumption sub-forms (T6a-g), you should return to the main Tab 6 form and:

1. Now **Check** all your answers and make corrections if required
2. Then click on the **Check food energy data** button to see a report on the household food energy consumption
3. Then click on the **Check food price data** button to see a report on the household food price data
4. Then click on the **Check annual consumption data** button to see a report on the annual household consumption data.
5. Carefully review each report and confirm that the data makes sense

YOU SHOULD HAVE NOW COMPLETED TAB 6 CONSUMPTION

BEFORE YOU MOVE TO TAB 7, DOUBLE CHECK THAT YOU HAVE COMPLETED ALL SUB-FORMS

AND THAT YOU HAVE DONE A **Check** ON ALL THE RESPONSES

## 5.7. TAB 7—MISCELLANEOUS

### 5.7.1. TAB 7A - SHOCKS & COPING STRATEGIES

**Shocks** are events that happen suddenly. Usually they have a marked beginning and end. While they last for a short time, a few days or weeks, usually their effects are felt for a very long time. Note that a shock can be household specific or community wide. Examples of shocks include floods, rebel raids, livestock disease, fire etc. Do not include petty theft of household property like chicken as a shock.

**Drought:** This is a condition of prolonged periods without rain.

**Floods/Hailstorms:** These are rains that span a long period. They destroy crops and pastures.

#### General Instructions:

Tab 7a, inquires if the household was has been affected by the listed distress events (Shocks) in the last 12 months.

1. From the list provided, select all shocks that the household has faced in the last 12 months and tick in the appropriate box;
2. Then for each shock that the household has faced complete the T7aa form by clicking on the **► a. Shocks** button,

The screenshot shows a software window titled 'frmHHShocks'. At the top, there is a tab bar with 'T7a' selected, followed by 'Shocks Coping Strategies', 'Household ID 1073001601', and 'Check' buttons. Below this, there are two columns of questions. Column 1 is '1. Description of distress events' and Column 2 is '2. Did you experience a [SHOCK] during the past 12 months?'. The questions listed are: Drought/Irregular Rains, Floods, Landslides/Erosion, Unusually High Level of Crop Pests & Disease, Unusually High Level of Livestock Disease, Unusually High Costs of Agricultural Inputs, and Unusually Low Prices for Agricultural Output. To the right of each question is a dropdown menu and a button labeled '► a. Shocks'.

#### 5.7.1.1. TAB 7AA – SHOCKS AND COPING STRATEGIES

This form consists of 9 questions referring to the shock identified in the previous tabs.

**T7aaQ1 and T7aaQ2** - Record the month when the household first experienced the shock in question 2a and the number months the household experienced the event (the shock lasted) in question 2b.

**T7aaQ3 to T7aaQ6** - These questions require you to record whether or not there was a decline in the household's income, assets, food production and food purchases as a result of the shock.

**T7aaQ7 to T7aaQ9** - seeks to rank the coping strategies of the households. These are ways in the household managed to cope through the shock.

NOW **Check** YOUR ANSWERS BEFORE MOVING ON

**TAB 7B – WELFARE AND FOOD SECURITY**

**Purpose:** This section collects information on vital needs and living conditions of households during the last 12 months. It provides additional information to assess household welfare.

- (i) major shocks experienced by the household during the past 5 years
- (ii) the welfare loss associated with the shock, and
- (iii) the coping mechanism used by the household.

**Respondent:** The appropriate respondent is the head of the household.

**Food security** refers to the availability of food and one's access to it. A household is considered food secure when its occupants do not live in hunger or fear of starvation.

**Instructions**

These questions can be sensitive and hence you should be tactful and address the issue with care. Make sure to ask these questions in private as much as possible.

**T7bQ1** – Select the person responding to the questions in this section from the household roster.

**T7bQ2** – In this question, you should consider clothes in good or average condition only. Tatters should be excluded. There is need to establish whether every household member has two sets of clothes. School uniform should be excluded.

**T7bQ3** – Ask the respondent whether every child (below 18) in the household has a blanket. The question refers to each child having his/her own blanket and not sharing a blanket with another member of the household. If a child shares a blanket with another person, record as a ‘No’.

**T7bQ4** – In this question, we want to find out whether every member of the household has a pair of shoes in good condition. Slippers, “tire” shoes “(*lugabire*)”, and gumboots are not considered as shoes.

**T7bQ5** – A **meal** is a substantial amount of food, eaten at one time. It can be of any of the usual occasions, for example breakfast, lunch or dinner. Record the average number of meals taken by household members per day in the last 7 days.

**T7bQ6** – Ask what the household did when it last ran out of salt.

**T7bQ7** – Ask what children below 5 years had for breakfast yesterday morning. Ask only if there are kids below 5 years in the household.

**T7bQ8** – Ask what children between 5-13 years had for breakfast yesterday morning.

**T7bQ9** – seeks to ascertain whether the household was faced with a situation when they did not have enough food to feed on in the last 12 months. If the response is ‘No’ skip to the next section.

**T7bQ10** –, we are interested in knowing the months when the household experienced such a situation. Select yes for each months mentioned with reference to the last 12 months and No for those where there was no food shortage.

**T7bQ11** – is asked to households that did not have enough food in the past 12 months for the reasons as why. Select yes for all reasons mentioned and No for those that are not. **Do not read out the listed reasons.**

NOW  YOUR ANSWERS BEFORE MOVING ON

### **5.8. TAB 7C – TRANSPORT SERVICES AND ROAD INFRASTRUCTURE**

**Purpose:** Tab7c explores the transport services and Road Infrastructure in the community in which the household lives.

**Definitions:** A **road** is an open way for the passage of vehicles, persons or animals. **Trunk roads** are main roads maintained by the central government and they are normally connecting a district to other districts. These can either be tarmac or murram roads and they are six (6) metres and above in width. **District/Feeder roads** are major roads joining Trunk roads and are maintained by the district authorities. **Community roads** on the other hand are roads (excluding footpaths) connecting villages and are normally maintained by the communities themselves.

#### **General Instructions:**

1. On the Transport Services Tab, tick next to each of the road types that are present in the community.
2. Then for each that are present click on the  button and complete the T7ca form. Described below
3. When you have completed the Transport Services Tab open the road services Tab and answer questions T7cQ2 and T7cQ3.

#### **Specific Question Instructions:**

**T7cQ1** - establish whether the listed types of roads exist in the community where this household is located. By community, we are referring to the LC I. Follow the skip appropriately.

**T7cQ2** - Record the distance from the household to the nearest public transport point or stage in kilometres. If the household is located at the side of the nearest road; record '00'.

**T7cQ3** - Specify the type of road on which the nearest public transportation point/stage.

**T7cQ4 – T7cQ5** - These questions are with reference to the roads within the sub-county. In **T7cQ4**, establish whether the listed household activities were affected by the local road conditions. In **T7cQ5**, establish the extent to which the state of the roads in the sub-county have affected each of the activities listed (agricultural marketing, economic activities, trade costs, costs of vehicle operation and access to basic services).

**Agricultural marketing** covers the services involved in moving an agricultural product from the farm to the consumer. Numerous interconnected activities are involved in doing this. Activities include market information development, marketing extension, training in marketing and infrastructure development. Agricultural marketing is best carried out by the private sector rather than governments and all stages of the chain must show a profit for the participants.

**Economic activities** are defined as any activities for which household members earn an income, or produce goods necessary for the support of the household

### 5.8.1. TAB 7CA – TRANSPORT SERVICES AND ROAD INFRASTRUCTURE

#### Specific Instructions:

**T7caQ1** -The commonest mode of transport used to reach the nearest road from the household should be selected. The different modes of transport have been specified, so record appropriately.

**T7caQ2** - How long it takes (in minutes) to access the nearest road to the household irrespective of the mode of transportation used. Record the time taken in minutes; if the response is given in hours convert it to minutes.

**T7caQ3** - The question seeks to establish whether the road nearest to the household is usable all year round.

**T7caQ4** - If the response to this question is ‘No’ ask for the reasons why and record appropriately. A **usable road** is one that is functional or in working condition at all times.

NOW  YOUR ANSWERS BEFORE MOVING ON

### 5.9. TAB 8 – LINK TO AGRICULTURAL QUESTIONNAIRE

**Purpose:** contains questions that create a link between the electronic socio-economic questionnaire and the paper based agriculture questionnaire. In particular it helps to determine whether the agriculture questionnaire should be administered fully or partly to the household.

**Respondent:** The appropriate respondent is the head of the household.

#### Specific Question Instructions:

**T8Q1** - seeks to find out whether any member of the household has been involved in cultivating crops including perennials and feeding stuff during the first cropping season of 2009 (Jan-June 2009) and the second season of 2009 (July – Dec 2009).

**T8Q2** - asks whether any member of the household has raised livestock, poultry, or fishery at any point in time during the last 12 months.

These two questions are significant for helping the interviewer to distinguish whether information should be collected using the agriculture questionnaire.

Detail instructions are given in the questionnaire and they have to be followed correctly. The instructions are:

1. If the answer to question 1 is ‘yes’, the agricultural questionnaire should be administered in its entirety.
2. If only the answer to question 2 is ‘yes’, then only section 6 and 10 of the agriculture questionnaire should be administered.
3. If the answers to questions 1 and 2 are both ‘no’, then the agriculture questionnaire should not be administered.

### **5.10. TAB 9 – FINISH**

**Purpose** – Tab 9 is the final form in the questionnaires and its main purpose is to allow you to:

1. Do a full validation check on the questionnaire (and make corrections)
2. Make general and question specific comments to help your supervisor and headquarters understand any individualities about the household and explain any responses that may need clarification
3. Finally update the status of the interview.

**General Instructions:**

1. Having completed all questions you should then conduct a FULL validation check by clicking on the **COMPLETE validation check** button.
2. You should review the validation check report and corrected all errors.
3. Then you make comments general and question specific comments either by:
  - a. *Enter General comments in to the text box on the final page*

General comments	<b>Question specific comments</b>

- b. *Enter question specific comments by clicking on the **Question specific comments** button and entering against the appropriate question.*
4. Finally click on the **Update Visit Result ▶ V** button which will take you back to Form HV, below.

The screenshot shows the HV (Household Visit) screen. At the top, it displays "Household ID 1073001603". Below this, there are fields for "Fieldworker Name" (Aluma Christine), "Date" (13/07/2010), "Day of week" (Tue), and "Time" (14:29). To the right of these fields is a section labeled "5. Outcome" with a dropdown menu set to "Commenced Interview [13]". Below the dropdown are four additional dropdown fields: "Visit refusal reason", "Visit interface", "Gender of the person refused the interview", and "Age of the person who refused the interview".

5. If you are certain that the interview is complete change the outcome from Commenced interview [13] to interview completed [15].

This screenshot shows the same HV screen as above, but the "5. Outcome" dropdown has been changed to "Interview Completed [15]". The other fields remain the same as in the previous screenshot.

**Congratulations**  
**You have now completed a household interview.**  
**Return to Screen S and you may start the next interview**

# PART C.

## ANNEX 1. CODES FOR STAYING IN HOUSEHOLD FOR LESS THAN 12 MONTHS

### New arrivals

New born.....	1
Returned home from abduction/displacement.....	2
To escape insecurity from home area.....	3
Bad living conditions at home.....	4
To look for work.....	5
Other economic reasons.....	6
Education.....	7
Marriage.....	8
Divorce.....	9

### Members that left

Deceased.....	10
To escape insecurity from this area.....	11
Looking for work elsewhere.....	12
Other economic reasons.....	13
Illness.....	14
Education.....	15
Marriage.....	16
Divorce.....	17
Started own household.....	18
Abducted/disappeared.....	19
Other specify).....	20

**ANNEX 2. CODES FOR HIGHEST EDUCATION LEVEL ATTAINED**

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 3. CODES FOR CURRENT SCHOOLING STATUS**

Attending nursery, kindergarten etc (lower than P.1) .....	01
Attending P.1.....	10
Attending P.2.....	11
Attending P.3.....	12
Attending P.4.....	13
Attending P.5.....	14
Attending P.6.....	15
Attending P.7.....	16
Attending S.1.....	30
Attending S.2.....	31
Attending S.3.....	32
Attending S.4.....	33
Attending S.5.....	34
Attending S.6.....	35
Attending post primary/junior specialized training or certificate or diploma.... .	40
Attending Post secondary Specialized training or diploma.....	50
Attending Degree and above.....	61
Don't Know.....	99

#### **ANNEX 4. ETHNICITY CODES**

11. Acholi	26. Bakhonzo	41. Chope	56. Lendu
12. Alur	27. Banyabindi	42. Dodoth	57. Lugbara
13. Baamba	28. Banyakole	43. Ethur	58. Madi
14. Babukusu	29. Banyara	44. Ik (Teuso)	59. Mening
15. Babwisi	30. Banyarwanda	45. Iteso	60. Mvuba
16. Bafumbira	31. Banyole	46. Indian	61. Napore
17. Baganda	32. Banyoro	47. Japadhola	62. Nubi
18. Bagisu	33. Baruli	48. Jie	63. Nyangia
19. Bagungu	34. Basamia	49. Jonam	64. Pokot
20. Bagwe	35. Basoga	50. Kakwa	65. Sabiny
21. Bagwere	36. Basongora	51. Karimojong	66. So (Tepeth)
22. Bahehe	37. Batagwenda	52. Kebu	67. Vonoma
23. Bahororo	38. Batoro	53. Kuku	
24. Bakenyi	39. Batuku	54. Kumam	68. Other: _____
25. Bakiga	40. Batwa	55. Langi	(Specify)

## **ANNEX 5. INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO)**

### **1 LEGISLATORS, SENIOR OFFICIALS, MANAGERS AND ADMINISTRATORS**

#### **11 Legislators and Senior Officials, Managers and Administrators**

111 Legislators

112 Senior Government Officials (Under Secretaries and above)

113 Traditional Chiefs

114 Administrators of Special Interest Organizations (Political Parties, Trade Unions etc.)

#### **12 Corporate Managers**

121 Directors and Chief Executives (including General Managers)

122 Specialized Managers

123 Managing Supervisors

#### **14 Heads of Diplomatic Missions**

141 Heads of Diplomatic Missions

#### **15 Political Mobilizers**

151 Political Mobilizers and Cadres

### **2 PROFESSIONALS (GRADUATES)**

#### **21 Physical, Mathematical and Engineering Science Professionals**

211 Physicist, Chemists and Related Professionals

212 Mathematicians, Statisticians

213 System Designers, Computer Programmers

214 Architects, Engineers, Cartographers, Surveyors, Town Planners and Related Professionals

#### **22 Life Science and Health Professionals**

221 Biologists, Zoologists, Botanists, Bacteriologists, Pharmacologists, Agronomists and Related Professionals

222 Health Professionals (except Nursing) e.g. Medical Doctors, Dentists, Pharmacists, Veterinary Doctors

223 Nursing and Midwifery Professionals

224 Other Health Professionals

**Teaching Professionals**

- 231 College, University, and Higher Education Teaching Professionals
- 232 Secondary Education Teaching Professionals
- 233 Primary and Pre-Primary Education Teaching Professionals
- 234 Special Education Teaching Professionals
- 235 Teacher Training Institutes Teaching Professionals
- 236 Vocational Training Institutes Teaching Professionals
- 237 Agricultural, Fishery, and Veterinary Training Institutes Teaching Professionals
- 238 Educational Methods Specialists, School Inspectors, and Other Teaching Professionals

**Other Professionals**

- 241 Accountants, Business Administrators, and Business Professionals
- 242 Legal Professionals
- 243 Archivist, Librarians, and Related Information Professionals
- 244 Social Science and Related Professionals e.g. Economics, Sociologists, Historians, Philosophers, Social Work Professional and Political Scientists.
- 245 Writers and Creative and Performing artists
- 246 Religion Professionals (Ordained Catechist)
- 247 Other Officials and Administrators
- 248 Professionals not elsewhere classified.

3

**ASSOCIATE PROFESSIONALS (DIPLOMA AND CERTIFICATE HOLDERS)**

- 31 **Physical Science and Engineering Technicians**
  - 311 Physical Science and Engineering Technicians
  - 312 Computer Assistants and Computer Equipment Controllers
  - 313 Optical, Electronic, and Medical Equipment Operators
  - 314 Ship and Air Craft Controllers and Technicians
  - 315 Building, Safety, and Health Inspectors

**32 Life Science and Health Associate Professionals**

- 321 Biological and Other Life Science Technicians
- 322 Agronomy, Forestry, and Farming Technicians and Advisors
- 323 Nurses and Midwives (Associate Professionals)
- 324 Medical Assistants
- 325 Dental Assistants
- 326 Veterinary and Fishery Assistants
- 327 Pharmaceutical Assistants and Dispensers
- 328 Other Life Science Professionals
- 329 Traditional Medicine Practitioners and Faith Healers

**33 Teaching Associate Professionals**

- 331 Post-primary Education Teaching Associate Professionals
- 332 Primary Education Teaching Associate Professionals
- 333 Pre-primary Education Teaching Associate Professionals
- 334 Special Education Teaching Associate Professionals
- 335 Other Teaching Associate Professionals not elsewhere classified

**34 Other Associate Professionals**

- 341 Finance and Sales Associate Professionals
- 342 Business Service Agents and Trade Brokers e.g. Clearing and forwarding agents, employment agents, Labour contractors
- 343 Public and Private Administrative Associate Professionals
- 344 Government Associate Professionals
- 345 Police Inspectors and Detectives
- 346 Social Work Associate Professionals
- 347 Artistic, Entertainment, Broadcasting and Sports Associate Professionals
- 348 Non-ordained Religion Associate Professionals
- 349 Associate Professionals and Civil Servants not elsewhere classified

**Experienced Non-professionals**

- 351 Experienced Non-professionals in Life Science

- 352 Experienced Non-professionals in Teaching
- 353 Experienced Non-professionals in Sports and Cultural Entertainment
- 354 Self Employed Operating Unspecified Business
- 355 Experienced Non-professionals in Other Professions not elsewhere classified.

4 **CLERKS**

**41 Office Clerks**

- 411 Secretaries and Keyboard Operating Clerks e.g. Secretaries, Word Processor, Stenographer, Typists, Data Entry Operator.
- 412 Numerical Clerks (Statistical, Finance, Book Keeping, and Accounting) Clerks
- 413 Material Recording and Transport Clerks
- 414 Library, Mail, Filing Coders, Proof Readers and Related Clerks

**Customer Service Clerks**

- 421 Cashier, Teller, and Related Clerks, Book Makers, Money Lenders, Debt collector
- 422 Client Information Clerks

**Other Clerks**

- 413 Clerks not elsewhere classified

5 **SERVICE WORKERS, SHOP AND MARKET SALES WORKERS**

**51 Personal and Protective Service Workers**

- 511 Travel Attendants, Guides, Conductors, and Taxi Brokers
- 512 Restaurant Services Workers and Cooks
- 513 Personal Care Workers and Related Workers e.g. Nursing/ dental/Pharmaceutical aid,
- 514 Other Personal Services Workers e.g. Housekeepers, Hairdressers, Barbers
- 515 Astrologers, Fortune Tellers, and Related Workers
- 516 Protective Service Workers, Policemen, Prison Wardens

**52 Salespersons, Demonstrators, and Models**

- 521 Shop Salespersons and Demonstrators
- 522 Stall and Market Salespersons



**53 Whole Sellers**

- 531 Government and Private Agents
- 532 Importers (People Who Import Only)
- 533 Exporters (People Who Export Only)
- 534 Importers and Exporters
- 535 Produce Buyers
- 536 Dealers in Agricultural and Farm Products
- 539 Wholesale Traders not elsewhere classified.

**54 Retailers**

- 541 Food and Beverages
- 542 General Merchandise and Domestic Wares
- 543 Textiles, Footwear and Other Personal Effects Goods
- 545 Human Drugs
- 549 Retailers not elsewhere classified.

**6 AGRICULTURAL AND FISHERY WORKERS**

**61 Market-oriented Skilled Agricultural and Fishery Workers**

- 611 Market Gardeners and Crop Growers
- 612 Market-oriented Animal Producers
- 613 Market-oriented Crop and Animal Producers
- 614 Forestry and Related Workers
- 615 Fishery Workers, Hunters, and Trappers
- 616 Foremen in Commercial Farming and Fishery

**62 Subsistence Agricultural and Fishery Workers**

- 621 Subsistence Agricultural Workers
- 622 Subsistence Animal Rearing
- 623 Subsistence Fishery and Related Workers

7      **CRAFT AND RELATED WORKERS**

**71      Extraction and Building Trades Workers**

- 711    Miners Blasters, Stone Cutters, and Carvers
- 712    Building Frame and Related Trades Workers
- 713    Building Finishers and Related Trades Workers
- 714    Painters, Building Decorators, Structure Cleaners, and Related Workers
- 715    Brick Layers, Masons, and Other Related Workers

**72      Metal and Machinery Trades Workers**

- 721    Metal Molders, Welders, Sheet Metal Workers, Structural Metal Prepares Materials
- 722    Blacksmiths, Toolmakers and related Materials
- 723    Machinery Mechanics and Fitters
- 724    Electrical and Electronic Instrument Mechanics and Fitters

**73      Precision, Handicraft, Printing and Related Trades Workers**

- 731    Precision Workers in Metal and Related Material
- 732    Potters, Glass Formers, and Related Workers
- 733    Handicraft Workers in Wood, Textiles, and Related Materials
- 734    Printing and Related Trades Workers

**74      Other Craft and Related Workers**

- 741    Foods and Related Products Processing Trades Workers
- 743    Textiles and Garment Trades Workers (including Tailors)
- 744    Hides and Skins, Leather and Shoe Making Trades Workers
- 745    Other Craftsmen not elsewhere classified

**75      Wood Trades Workers**

- 751    Carpenters, Cabinet Makers, Joiners, Basket Weavers, and Brush Makers

8      **PLANT, MACHINE OPERATORS AND ASSEMBLERS**

**81      Industrial Plant Operators**

- 811    Mining and Mineral Processing Plant Operators
- 812    Metal Processing Plant Operators
- 813    Glass and Ceramics Kiln and Related Plant Operators
- 814    Wood Processing and Paper Making Plant Operators
- 815    Chemical Processing Plant Operators
- 816    Power Generating and Related Plant Operators
- 817    Automated Assembly and Industrial Robot Operators

**82      Stationary Machine Operators and Assemblers**

- 821    Metal and Mineral Products Processing Machine Operators
- 822    Chemical Products Machine Operators
- 823    Rubber and Plastics Products Machine Operators
- 824    Wood Products Machine Operators
- 825    Printing, Binding and Related Plant Operators
- 826    Chemical Processing Plant Operators
- 827    Food and Related Products Processing Machine Operators
- 828    Assemblers
- 829    Other Stationary Machine Operators and Assemblers

**83      Drivers and Mobile Machinery Operators**

- 831    Railway Engine Drivers and Related Workers
- 832    Motor Vehicle Drivers
- 833    Agricultural, Earthmoving, Lifting, and Mobile Materials Handling Equipment Operators
- 834    Ship's Deck Crews and Related Workers
- 841    Foremen/Supervisors in Plant, Machine Operators and Assemblers

9      **ELEMENTARY OCCUPATIONS**

**91      Sales and Services Elementary Occupations**

- 911      Street Vendors and Related Workers e.g. street food vendors, Street vendors, Tel. Sales person
- 912      Shoe Cleaning and Other Street Elementary Occupation Services e.g Shoe polisher, Car washers
- 913      Domestic Helpers e.g. House girls
- 914      Building Caretakers and Window Cleaners
- 915      Messengers, Watchers and Security Workers
- 916      Garbage Collectors and Related Laborers
- 918      Other Elementary Service Workers not elsewhere classified.

**92      Agricultural, Fishery and Related Laborers**

- 921      Agricultural, Fishery and Related Laborers

**93      Other Laborers**

- 931      Laborers in Mining
- 932      Construction Laborers
- 933      Manufacturing Laborers
- 934      Transport Laborers
- 935      General Laborers

**94      Supervisors of Elementary Occupations**

- 941      Foremen/Supervisors in Elementary Occupation Services

**Others**

- 999      Not Reported
- Blank    Not Applicable

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**ANNEX 6. INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION  
(ISIC)**

**1 AGRICULTURE, HUNTING AND FORESTRY**

- 011 Growing of crops; market gardening; horticulture
- 012 Farming of animals
- 013 Growing of crops combined with farming of animals (mixed farming)
- 014 Agricultural and animal husbandry service activities, except veterinary activities
- 015 Hunting, trapping and game propagation including related service activities
  
- 020 Forestry, logging and related services activities

**2 FISHING**

- 050 Fishing, operation of fish hatcheries and fish farms; services activities incidental to fishing

**3 MINING AND QUARRYING**

- 130 Mining of iron ores
- 131 Mining of non-ferrous metal ores, except uranium and thorium ores
- 141 Quarrying of stone, sand, and clay
- 142 Mining and quarrying not elsewhere classified.

**4 MANUFACTURING**

- 151 Production, processing and preserving of meat fish, fruit, vegetables, oils, and fats
- 152 Manufacture of dairy products
- 153 Manufacture of grain mill products, starches and starch products, and prepared animal feeds
- 154 Manufacture of other food products
- 155 Manufacture of beverages
- 160 Manufacture of tobacco products
- 171 Spinning, weaving, and finishing of textiles
- 172 Manufacture of other textiles
- 173 Manufacture of knitted and crocheted fabrics and articles
- 181 Manufacture of wearing apparel; except fur apparel
- 182 Dressing and dyeing of fur; manufacture of articles of fur
- 191 Tanning and dressing of leather; manufacture of luggage, handbags, saddlery and harness
- 192 Manufacture of footwear
- 201 Saw milling and planing of wood
- 202 Manufacture of products of wood, cork, straw, and plaiting materials
- 210 Manufacture of paper and paper products
- 221 Publishing
- 222 Printing and service activities related to printing
- 223 Reproduction of recorded media
- 231 Manufacture of coke oven products
- 232 Manufacture of refined petroleum products
- 233 Processing of nuclear fuel
- 241 Manufacture of basic chemicals
- 242 Manufacture of other chemical products
- 243 Manufacture of man-made fibres
- 244 Manufacture of rubber products
- 251 Manufacture of plastic products
- 252 Manufacturer of glass and glass products
- 261 Manufacture of non-metallic mineral products not elsewhere classified.
- 269 Manufacture of basic iron and steel
- 271 Manufacture of basic precious and non-ferrous metals
- 272 Casting of metals
- 273 Manufacture of structural metal products, tanks, reservoirs and steam generators
- 281 Manufacture of other fabricated metal products; metal working service Activities



**5           ELECTRICITY, GAS, AND WATER SUPPLY**

- 401      Production, collection and distribution of electricity
- 402      Manufacture of gas; distribution of gaseous fuels through mains
- 403      Steam and hot water supply
- 410      Collection, purification and distribution of water

**6           CONSTRUCTION**

- 451      Site preparation
- 452      Building of complete constructions or parts thereof; civil engineering
- 453      Building instillation
- 454      Building completion
- 455      Renting of construction or demolition equipment with operator

**7           SALE, MAINTANANCE, AND REPAIR, OF MOTOR VEHICLES, MOTORCYCLES AND PERSONAL AND HOUSEHOLD GOODS**

- 501 Sale of motor vehicles
  - 502 Maintenance and repair of motor vehicles
  - 503 Sale of motor vehicle parts and accessories
  - 504 Sale, maintenance and repair of motorcycles and related parts and accessories
  - 505 Retail sale of automotive fuel
  - 511 Wholesale on a fee or contract basis
  - 512 Wholesale of agricultural raw materials, live animals, food, beverages and tobacco
  - 513 Wholesale of household goods
  - 514 Wholesale of non-agricultural intermediate products, waste and scrap
  - 515 Wholesale of machinery, equipment and supplies
  - 519 Other wholesale
- 
- 521 Non-specialised retail trade in stores**
  - 522 Retail sale of food, beverages and tobacco in specialised store
  - 523 Other retail trade of new goods in specialised stores
  - 524 Retail sale of second-hand goods in stores
  - 525 Retail trade not in stores
  - 526 Repair of personal and household goods

**8 HOTELS AND RESTAURANTS**

- 551 Hotels; camping sites, and other provision of short-stay accommodation
- 552 Restaurants, bars and canteens

**9 TRANSPORT, STORAGE AND COMMUNICATIONS**

- 601 Transport via railways
- 602 Other land transport
- 603 Transport via pipelines
- 611 Sea and coastal water transport
- 612 Inland water transport
- 621 Scheduled air transport
- 622 Non-scheduled air transport
- 630 Supporting and auxiliary transport activities; activities of travel agents
- 641 Post and courier activities
- 642 Telecommunications

**10 FINANCIAL INTERMEDIATION**

- 651 Monetary intermediation
- 659 Other financial intermediation
- 660 Insurance and pension funding, except compulsory social security
- 671 Activities auxiliary to financial intermediation, except insurance and pension funding
- 672 Activities auxiliary to insurance and pension funding

**11 REAL ESTATE, RENTING AND BUSINESS ACTIVITIES**

- 701 Real estate activities with own or leased property
- 702 Real estate activities on a fee or contract basis
- 711 Renting of transport equipment
- 712 Renting of other machinery and equipment
- 713 Renting of personal and household goods not elsewhere classified.
- 721 Hardware consultancy
- 722 Software consultancy and supply
- 723 Data processing
- 724 Data base activities
- 725 Maintenance and repair of office, accounting and computing machinery
- 729 Other computer related activities
- 731 Research and experimental development on natural sciences and engineering (NSE)
- 732 Research and experimental development on social sciences and humanities (SSH)
- 741 Legal, accounting, book-keeping and auditing activities; tax consultancy; market research and public opinion polling; business and management consultancy
- 742 Architectural, engineering and other technical activities
- 743 Advertising
- 749 Business activities not elsewhere classified.

**12 PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY**

- 751 Administration of the state and the economic and social policy of the community
- 752 Provision of services to the community as a whole
- 753 Compulsory social security activities

**13 EDUCATION**

- 801 Primary education
- 802 Secondary education
- 803 Higher education
- 809 Adult and other education

**14           HEALTH AND SOCIAL WORK**

- 851       Human health activities
- 852       Veterinary activities
- 853       Social work activities

**15           OTHER COMMUNITY, SOCIAL AND PERSONAL SERVICE ACTIVITIES**

- 900       Sewage and refuge disposal, sanitation and similar activities
- 911       Activities of business, employers and professional organizations
- 912       Activities of trade unions
- 919       Activities of other membership organizations
- 921       Motion picture, radio, television and other entertainment activities
- 922       News agency activities
- 923       Library, archives, museums and other cultural activities
- 924       Sporting and other recreational activities
- 930       Other service activities

**16           PRIVATE HOUSEHOLDS WITH EMPLOYED PERSONS**

- 950       Private households with employed persons

**17           EXTRA-TERRITORIAL ORGANISATIONS AND BODIES**

- 990       Extra-territorial organizations and bodies

## ANNEX 7. CODES FOR UNIT OF QUANTITY

Sr. No.	UNIT	COD E
1	Kilogram (kg)	01
2	Gram	02
3	Litre	03
4	Small cup with handle (Akendo)	04
5	Metre	05
6	Square metre	06
7	Yard	07
8	Millilitre	08
9	Sack (120 kgs)	09
10	Sack (100 kgs)	10
11	Sack (80 kgs)	11
12	Sack (50 kgs)	12
13	Sack (unspecified)	13
14	Jerrican (20 lts)	14
15	Jerrican (10 lts)	15
16	Jerrican (5 lts)	16
17	Jerrican (3 lts)	17
18	Jerrican (2 lts)	18
19	Jerrican (1 lt)	19
20	Tin (20 lts)	20
21	Tin (5 lts)	21
22	Plastic Basin (15 lts)	22
23	Bottle (750 ml)	23
24	Bottle (500 ml)	24
25	Bottle (350 ml)	25
26	Bottle (300 ml)	26
27	Bottle (250 ml)	27
28	Bottle (150 ml)	28
29	Kimbo/Cowboy/Blueband Tin (2	29
30	Kimbo/Cowboy/Blueband Tin (1	30
31	Kimbo/Cowboy/Blueband Tin (0.5	31
32	Cup/Mug (0.5 lt)	32
33	Glass (0.25 lt)	33
34	Ladle (100 g)	34
35	Table spoon	35
36	Tea spoon	36
37	Basket (20 kg)	37
38	Basket (10 kg)	38
39	Basket (5 kg)	39
40	Basket (2 kg)	40
41	Loaf (1 kg)	41
42	Loaf (500 g)	42
43	Buns (200 g)	43
44	Buns (100 g)	44

Sr. No.	UNIT	CODE
44	Buns (100 g)	44
45	Buns (50 g)	45
46	Bathing soap (Tablet)	46
47	Washing soap (Bar)	47
48	Washing soap (Tablet)	48
49	Packet (2 kg)	49
50	Packet (1 kg)	50
51	Packet (500 g)	51
52	Packet (250 g)	52
53	Packet (100 g)	53
54	Packet (Unspecified)	54
55	Fish – Whole (Up to 1 kg)	55
56	Fish – Whole (1 - 2 kg)	56
57	Fish – Whole (Above 2 kg)	57
58	Fish - Cut piece (Up to 1 kg)	58
59	Fish - Cut piece (1 - 2 kg)	59
60	Fish - Cut piece (Above 2 kg)	60
61	Tray of 30 eggs	61
62	Ream	62
63	Crate	63
64	Heap (Unspecified)	64
65	Dozen	65
66	Bundle (Unspecified)	66
67	Bunch (Big)	67
68	Bunch (Medium)	68
69	Bunch (Small)	69
70	Cluster (Unspecified)	70
71	Gourd (1 – 5 lts)	71
72	Gourd (5 – 10 lts)	72
73	Gourd (Above 10 lts)	73
74	Gologolo (4 - 5 lts)	74
75	Calabash (1 - 5 lts)	75
76	Calabash (Above 5 lts)	76
77	Jug (2 lts)	77
78	Jug (1.5 lts)	78
79	Jug (1 lt)	79
80	Tot (50 ml)	80
81	Tot (sachet)	81
82	Tot (Unspecified)	82
83	Tobacco leaf (Number)	83
84	Pair	84
85	Number of Units (General)	85
86	Acre	86
87	Other Units (Specify)	99

**ANNEX 8. DISTRICT & COUNTRY CODES**

CENTRAL REGION			NORTHERN REGION		
REGION CODE	DISTRICT CODE	DISTRICT CODE	REGION CODE	DISTRICT CODE	DISTRICT CODE
1			3		
	KALANGALA	101		ADJUMANI	301
	KAMPALA	102		APAC	302
	KIBOGA	103		ARUA	303
	LUWERO	104		GULU	304
	MASAKA	105		KITGUM	305
	MPIGI	106		KOTIDO	306
	MUBENDE	107		LIRA	307
	MUKONO	108		MOROTO	308
	NAKASONGOLA	109		MOYO	309
	RAKAI	110		NEBBI	310
	SSEMBABULE	111		NAKAPIRIPIRIT	311
	KAYUNGA	112		PADER	312
	WAKISO	113		YUMBE	313
	LYANTONDE	114		ABIM	314
	MITYANA	115		AMOLATAR	315
	NAKASEKE	116		AMURU	316
				DOKOLO	317
				KAABONG	318
				KOBOKO	319
				NYADRI	320
				OYAM	321
EASTERN REGION			WESTERN REGION		
REGION CODE	DISTRICT CODE	DISTRICT CODE	REGION CODE	DISTRICT CODE	DISTRICT CODE
2	BUGIRI	201	4	BUNDIBUGYO	401
	BUSIA	202		BUSHENYI	402
	IGANGA	203		HOIMA	403
	JINJA	204		KABALE	404
	KAMULI	205		KABAROLE	405

	KAPCHORWA	206		KASESE	406
	KATAKWI	207		KIBAALE	407
	KUMI	208		KISORO	408
	MBALE	209		MASINDI	409
	PALLISA	210		MBARARA	410
	SOROTI	211		NTUNGAMO	411
	TORORO	212		RUKUNGIRI	412
	KABERAMAIDO	213		KAMWENGE	413
	MAYUGE	214		KANUNGU	414
	SIRONKO	215		KYENJOJO	415
	AMURIA	216		BULIISA	416
	BUDAKA	217		IBANDA	417
	BUDUDA	218		ISINGIRO	418
	BUKEDEA	219		KIRUHURA	419
	BUKWA	220			
	BUTALEJA	221			
	KALIRO	222			
	MANAFWA	223			
	NAMUTUMBA	224			

**Country codes**

501= Australia
502= Botswana
503= Canada
504= France
505= Germany
506= India
507= Iraq
508= Japan
509= Kenya
510= Lesotho
511= Libya
512= Namibia
513= Yemen

514= Zambia
515= Rwanda
516= Saudi Arabia
517= South Africa
518= Sudan
519= Swaziland
520= Tanzania
521= United Arab Emirates
522= United Kingdom
523= United States of America
524= Yemen
525= Zambia