



UGANDA BUREAU OF STATISTICS



UGANDA NATIONAL PANEL SURVEY 2009/10

Interviewer's Manual of Instructions

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CHAPTER ONE

BACKGROUND

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.

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.

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:

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

SURVEY ORGANIZATION

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), described in the next section. The consumption module will be administered to half of the sample in each semester.

TRACKING HOUSEHOLDS

The UNPS interviewers will be required to locate the UNHS 2005/06 households in the field, and then assess the changes in the household composition and identify the split-offs. The tracking form below will be used for this purpose.

A household tracking form

UNPS HOUSEHOLD TRACKING FORM		1 Was this household found?		2 Why was the household not found?		3 Where and when did the HH move?		4 Who provided the information?	
District:	Kampala	Yes	1 → 5	Moved	1	District Code		Relative	1
County:	Kampala City	No	2	Don't Know	2 → Next HH	Urban 1		Neighbor	2
Sub-County:	Central Division		<input type="checkbox"/>	Other (Specify)	3 → 4	Rural 2		Knowledgeable person	3
Parish:	Kisenyi li					Year		Other (Specify)	4 → Next HH
EA:	10210002 Kikajjo 'A'								
HH No:	01								
		GPS:	30742	3257374					

HOUSEHOLD COMPOSITION IN 2005/06				CURRENT SITUATION							
Person ID in 2001	5 Name	6 Sex	7 Age in 2005/06	8 Relationship to the head of the household in 2005/06	HOUSEHOLD MEMBERS		NON MEMBERS				
					9 Is this person in the new household roster?	10 Write the Person ID from the new roster	11 Why is this person not in the household now?	12 Where is this person living now?	13 When did this person die or move out?		
					Yes 1		Died 1 → 13	Is it in this same village?	In what district or country is s/he living now?	Is it an urban or rural area?	Year
			Years		No 2 → 11	Person ID	Household split 2	Yes 1	District/ Country Code	Urban 1	
							Moved for work 3	No 2 → 13		Rural 2	
							Moved due to marriage 4				
							Moved for studies 5				
							Other reason (specify) 6				

01	Nabbanda Zakia	Male	37	Head
02		Female	35	Spouse
03		Female	14	Daughter
04		Male	10	Son
05		Female	6	Daughter
06		Female	20	Sister of head or spouse

End of this household roster

YOUR ROLE AS AN INTERVIEWER

Your job is to interview the sampled households in the 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.

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.

GENERAL INSTRUCTIONS ON HOW TO FILL THE QUESTIONNAIRES

There are a number of basic principles that the interviewer should observe in completing the UNPS questionnaires.

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 (i) not heard the question; or (ii) not understood the question; or (iii) 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 write the code corresponding to the answer given by the respondent in the appropriate box, either below or at the side of the question. If the answer is an amount or a figure, write the amount in the box below or next to the question.
3. If the reply by the respondent is not in the list of answers written in the questionnaires, use the code number for 'other'. In that case, you will often be asked to specify the details of that response.
4. When you need to write the name of a person, place or thing, always write very legibly in capital (BLOCK) letters. (i) This instruction is particularly important for the household roster, because the names have to be entered into the computer.

5. When recording an amount of money in Uganda Shillings, write only the amount. Do not write the symbol /= and do not write Ug. Shs on the questionnaires. Also, do not write using commas. For example, to write 5,000 Uganda Shillings write: 5000. Do not write 5,000/= or 5000 Ug. shs. Always record the answer to the nearest whole shilling. Do not record cents.

Skip patterns

When a question or part or section does not apply to a particular respondent or household, it must be skipped. The questionnaire mainly uses arrows to tell the interviewer where to go to next when some questions have to be skipped. However, note that some of the skips are written in words.

1. Arrows indicate that there are questions to be skipped because they do not apply to the respondents. In other words, these arrows direct the interviewer to move to subsequent questions.

For example:

- To move from one question to the next question.

Is the natural father of [NAME] living in this household?

1= Yes (>> 5)
2= No
3= Dead (>> 5)

This question is given in section 3 of the socio-economic questionnaire.

It indicates that, if the response is "Yes" or "Dead" (codes 1 or 3), the next question to be asked is the question in column (5). If instead the response is "No", there is no need to skip, and the next question to be asked is the one in column (3).

- To move to the next person, asset, etc.

Why has [NAME] not attended school?

(>> NEXT PERSON)

Here, the arrow indicates that irrespective of the answer to this question, there are no more questions in this part which are relevant for this individual, and the interviewer should go on to ask about the same questions to the next person listed in the Education Section.

- To move from one question to the next section

During the last completed cropping season, has any member of your household owned any agricultural land with ownership rights?

1= Yes
2= No (>> PART B)

This question is an example of a screening or filter question. Here, if the respondent answers "No", the remaining questions of this section should not be asked.

2. Arrows within square brackets are used to indicate unconditional skips, that is, that always apply, no matter what answer the respondent gives. In many cases, the skips apply to a particular type of respondents.

For example:

Why have you not attended school?

[>> NEXT PERSON]

This question is asked to individuals who have never attended formal schooling. The skip instruction tells the interviewer to go on to the next person regardless of the answer to the question.

3. Verbal expressions are also used for questions which have specific instruction other than the skip pattern.

For example:

How much manure was bought or bartered for?

If none, write 0 and go to 14.

Here, it tells the interviewer to write 0 and go to column (14) if the respondent did not buy or barter manure.

Asking questions

You will often have to insert the name of a person, item, or animal into a question. This is indicated in different forms i.e. a word that is capitalized or three dots, and enclosed in brackets (e.g. [NAME, [...]). For example:

How old is [NAME] in completed years?

In this case you have to supply the name of each household member when asking the question.

How much of the [...] harvested during the second season of 2009 did you lose or waste after harvest?

Here, you should ask the question several times, each time using a different crop name that was harvested during the specified season.

Completeness

Never leave a question blank that requires a response since it impacts on the questionnaire's skip patterns. Never write a response for a question that should be left blank because it is not applicable to the respondent. Questions that are filled in when they should not be, and questions that are left blank when they should be filled in are both errors. These errors will waste time and you may have to re-visit the households already visited to obtain the right information.

After finishing each interview, verify that all the sections of the questionnaire have been correctly completed. Check to see that your writing can be easily read. Be sure you have recorded the required information for all of the household members indicated in each section.

You should review your questionnaires immediately after each interview, 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.

You can correct minor errors on the interview forms, like sloppy writing or light entries. But you should not make any other changes in the completed questionnaire without asking the respondent the questions again. Also, you should not copy the information you have collected onto a new questionnaire.

CHAPTER TWO: SOCIO-ECONOMIC SURVEY QUESTIONNAIRE

SECTION 1A: HOUSEHOLD IDENTIFICATION PARTICULARS

Items 1 to 8 will be copied from the listing questionnaire of the relevant EA. Names and codes pertaining to the selected Enumeration Areas (EAs) will be provided by UBOS to the team-leaders before proceeding for fieldwork. EAs generally do not have their own names but are known by the names of LC1s constituting them. As such, the name/names of the LC1/LC1s constituting the EA will be recorded in item 6.

Each district has been given a three-digit code. The first digit of the district code is the region code. The region codes are '1' for Central; '2' for Eastern; '3' for Northern; and '4' for Western. The next two digits denote the District codes within each region, starting with 01. All the districts in Uganda have been arranged within their respective regions. Further sub-stratifications have been made for each district to separate 'urban' from 'rural' areas. The relevant District name and code will be recorded against item 1. Against items 2, 3 and 4 record the names of the county, sub-county and parish respectively.

The name(s) of the LC 1(s) that constitutes the EA are to be recorded in the space provided against item 5. The EA code is to be recorded in the box provided. Against item 6, the LC name will be recorded. The rural/urban status of the EA should be recorded against item 7. The household sample number of the household being interviewed will be recorded against item 8.

Against Item 9, record the name of the head of the household. In item 10, record the telephone/mobile phone contact of the household head. Record the contacts of the immediate contacts to the household members against items 11 and 12. These contacts could be for one other household member or any other next of kin who lives in that EA. In Item 13, record the household code.

SECTION 1B: STAFF DETAILS AND SURVEY TIME

Against item 1, the interviewer should fill in his/her names and his/her ID code in the boxes provided. In item 2, the date of interview should be recorded. The supervisor will also fill in his/her name and respective code against item 3, and the date of checking the questionnaire in item 4.

In item (5) the start time of the interview should be filled in using a 24-hour format; e.g. 0840 for 8.40 am and 1325 for an Interview starting at 1.25 p.m. The response codes for the 1st and 2nd visits are to be filled in the boxes against items (6) and (7) respectively. The reason why the household is not able to participate in the survey will be recorded against item (8); Circle the appropriate code for item (8) while the GPS coordinates of the household being surveyed should be recorded. **(The details of how to use the GPS Sets will be fully explained in another session)** will be recorded against item 9. Against item 10, write any remarks that will be useful to your supervisor or for further scrutiny; this should be done after completing the questionnaire.

SECTION 2: HOUSEHOLD ROSTER

Purpose: The purpose of this section is to:

- (i) Identify all persons who are members of the household;
- (ii) Provide basic demographic information such as age, sex and marital status of each household member; and
- (iii) Identify any changes to household members since the first visit.

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.

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?"

Instructions

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

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

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

Regular members refer to those persons who would have been usual members of this household, but have been away for more than six months during the last 12 months, for education purposes, search of employment, business transactions etc. and living in boarding schools, lodging houses or hostels etc. These categories will be given code "3" or "4" depending upon presence or absence on the date of the interview.

There may be **guests or visitors** present in the household on the date of the interview these will be given code "5". Note that, relatives to the head who happen to be visitors on the date of survey will be recorded as visitors.

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

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

Column (1): Person ID

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

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

Particulars of each household member in this section will be filled in a separate row. Provision has been made for 10 rows. If there are more than 10 persons to be listed on the household roster, use another questionnaire and complete the roster there. Write 'CONTINUATION' on the next booklet and record the information of these people in that questionnaire and assign ID numbers starting from 11. Questionnaires must be tacked together and household identification particulars should be copied to all used questionnaires.

Column (2): Name of household member

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

The following steps must be followed:

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

Now administer the questions beginning from column (3) for each of the persons listed. Make sure you finish the set of questions in this section for each person before going onto the next person on the list.

Columns (3) and (4): Sex of household members and relationship to household head

Against each of names listed indicate the sex and relationship to the household head by checking in the appropriate codes. For instance, if a particular person is a son of the household head then you will write code '1' for sex and code '3' for relationship with the head of the household. Be careful in column (4) to obtain the **relationship to** the head of the household. Pay special attention when the respondent is not the head of the household because the respondent in this case may give the relationship of the person in question to him or herself rather than the head of the household. Therefore, reconfirm the relationship to the head of the household before filling out the answer.

Column (5): Duration of stay in the household

In column (5), write 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 skip to column 7. 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.

Column (6): Reason for absence

If the person has stayed less than 12 months with the household, ask the main reason for absence and in column (6) record the relevant answer using the codes provided in the **codebook (ANNEX 2)**

The next questions of this section are only applicable to categories 1-4 in column (3), i.e. to usual and regular member 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.

Column (7): Residence status

The persons listed in column (2) 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

Note: For all usual and regular members of the household, record the names **on the flap page** against the ID codes corresponding to those in the household roster.

Column (8): 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.

Columns (9a) – (9c): Date of birth

Ask the person's date of birth. This will serve to check the accuracy of ages of household members. Write Date in column (9a), Month in column (9b) and Year (4-digits) in column (9c). 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.

Column (10): Marital status

The Present Marital 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'**.

Columns (11) - (13): Second visit

These questions are asked during the second visit. In question 11, 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 column (12) using the same list of response codes as in column (6).

In case any new person has joined the household since our first visit, use the excess rows in the roster to include those people. You must register him or her in the rows for the second visit and go through the sections just as you did during the first visit. It should be noted that the person **MUST** have a unique identification code following the last ID digit recorded in column (2).

In column (13), record the **district code (ANNEX 8)** of the place where the household member went for those who are no longer in the household at the time of the 2nd visit.

SECTION 3: GENERAL INFORMATION ON HOUSEHOLD MEMBERS

Purpose: This section intends to capture general information on all members of the household (i.e. with residential status codes 1-4 in column (7) of section 2), specifically:

- (i) 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.
- (ii) It captures the salient moves (migration status) made by members of the household. It elicits information on previous places or residence.
- (iii) Malaria indicators: use and treatment of mosquito nets.
- (iv) Ethnicity and committee membership

Respondent: The questions in the first half of this section (columns (1) – (7)) are for all members of the household who are below 18 years while the questions in the second half apply to all members of the household. 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.

Instructions

Column (1): Person ID

In this column, record the identification number (ID code) of each member of the household with residential status code 1-4 in column (3) of the household roster. Make sure that the identification codes are exactly the same as that of the household roster (section 2).

Columns (2) and (5): Orphan hood status

If the father of the respondent is living in the household, you will fill in column (2A) and then continue on to column (2B) then skip to column (5A). Similarly, if the mother of the respondent is living in the household, you will fill in column (5A), and then continue on to column (5B) and then skip to column (9). Note that father or mother here means biological parents.

If the father of the respondent is not living in the household, you will fill in column (2A) and then skip to column (3). Similarly, if the mother of the respondent is not living in the household, you will fill in column (5A), and then skip to column (6). Note that father or mother here means biological parents.

Column (3) and (6): Highest level of education of parents

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.

Column (4) and (7): 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 code from the **code book (ANNEX5)**.

The following questions are only applicable for persons aged 10 years and older.

Column (8): Ethnicity

Record the ethnic group/tribe of all household members that have usual and regular residential status. See the codes for ethnicity in **Annex I**

Column (9): 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. LCI, LCII and LCIII. Note that it is asked for only household members **aged 18 years and above**.

Column (10): Mosquito net

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). If the answer to this question is code 1, 3 or 4, go to the next person. Note that this question applies to all member of the household.

Column (11) and (12): 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 labeled. 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. If it is a Permanent or Smartnet then the response to "treatment" in the last 12 months in column (12) should be 'yes'. 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.

Column (13) – (22): Migration

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.

Column (13): District of birth

Ask the respondent to indicate the district/country in which each of the household member(s) was born and record the **district codes (ANNEX 8)** in the space provided. If it was abroad use the code for “Outside Uganda”, ‘501’

Column (14): District/Country of Residence five years ago

In column 10, record the district or country that each household member lived five years ago. Enter the district code **(ANNEX 8)** for the districts mentioned and **code ‘501’** if the individual was not living in Uganda five years ago. Record ‘00’; for household members who are less than five years.

Column (15): 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.

Column (16): District code of former residence

Record the district code **(ANNEX 8)** of this member where he had lived before moving to the present residence. If it was abroad use the code for “Outside Uganda”, ‘501’.

Column (17): Urban/rural

Ask to identify the type of place [urban/rural] of the residence place before he/she moved to the current residence, at the time when he moved.

Column (18): Reason for moving to the current place of residence

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

Column (19): 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 on time since 2005/06.

Columns (20)-(22): Settlement in Camps

The question in column 20 seeks to identify whether each of the household members ever lived in a settlement camp during the past five years. If the response to the question is ‘No’, **go to the next person**. Record the name/location of the camp in column 21a and the code in column 21b. The number of years that the household member lived in a camp settlement should be recorded in column 22 in years. If the duration lived in the camp is less than 1 year (12 months), **record 00**.

SECTION 4: 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 (i) the literacy status of household members – i.e. member of the household who can read and write; (ii) the educational attainment of each

respondent and the type of school attended; and (iii) 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.

Instructions

Column (1): Person ID

Record the identification number of the person interviewed (i.e. aged 5 years and older). The ID code should be exactly the same as the one in the household roster.

Column (2) and (3): Self reporting status and Respondent's ID

Record whether the specified individual answered the questions in this section by him/herself in column (2) and the ID of the person that provided the information in column (3). Try as much as possible to obtain the information from the individual you are interested in one at a time.

Column (4): 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 response codes at the right hand side of the table.

Column (5): 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 and note the skip pattern carefully.

"Never attended" is for those respondents who report never having attended any formal schooling. In this case, you must ask the question in column (6) and 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 column (7) and (8) and 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 (code '3'). 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. In this case, skip to column (9) and then ask all the questions thereafter before going to the next person.

Note that the codes for columns (9) and (10) are in ANNEX 4

Column (6): Reasons for never attending school

This question should be asked only for those individuals who have never attended any formal schooling, i.e. persons with code '1' in column (5). 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.

Column (7): 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' in column (5). 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. Use the education codes provided in the **codebook (ANNEX 3.)**

Column (8): 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.

Column (9): 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. **Use codes in code book (ANNEX 4)**

Column (10): Grade currently attending

This question is asked of people who are currently attending school, i.e. code '3' in column (5). 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. **Use codes in code book (ANNEX 4).**

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.

Column (11): 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.

Column (12): 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 skip pattern carefully.

Column (13): 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.

Column (14): 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.

Column (15A – 15G): 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 write the total expenses in column (15g). If detailed expenditures are provided for some or all categories, write them in the appropriate columns; write any other expenses for which the breakdown is not known in column (15f), then sum the amounts up and write the total in column (15g). 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.

Column (16): 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. Observe the skip pattern appropriately.

Column 17: Source of funding

Ask the respondent to specify the source of funding for the scholarship or subsidy given. Record appropriately.

Column 18: Meals at school

This question seeks to establish whether meals are provided with meals at school irrespective of who manages the school. Record the response appropriately using the codes provided.

SECTION 5: HEALTH STATUS OF HOUSEHOLD MEMBERS

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.

Column (1): Person ID

In this column, copy the identification code (person ID) of all members of the household (i.e. usual and regular members) directly from the household roster (section 2).

Column (2) and (3): Self reporting status and Respondent's ID

Record whether the specified individual answered the questions in this section by him/herself in column (2) and the ID of the person that provided the information in column (3). Try as much as possible to obtain the information from the individual you are interested in one at a time. Be careful to observe the skip in column (2).

Column (4): 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 (code '2') 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.

Column (5): 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

Column (6): 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 almost play everyday. You should record those days the child has not when it is not active.

Columns (7a) – (7b): Symptoms

This question 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.

Column (8): 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. Note the skip pattern carefully.

Column (9): Reason for not consulting

This column seeks to investigate the reasons why some respondents who fell sick did not seek treatment. This column 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**.

Column (10): Treatment Sought

In this column, 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.

Column (11): Distance to facility

Ask for the distance in kilometers (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.

Column (12): 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 column (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.

SECTION 6: 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.

Instructions

Columns 2 to 4

These questions will capture demographic characteristics of the children. It is important that information is collected for one child at a time. Firstly record the person ID of the respondent from the household roaster in section 2 for each of the eligible children in column (2). Record the relationship of the respondent to the child in column (3), and the Age of the child in completed months in column (4).

Columns (5) to (25): Only for children 0-24 months

These questions are specifically applicable to children 0 to 24 months. Be sure to check the age of the child in column (4) and proceed appropriately.

Instructions

Column 5: Age range of child

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). Be sure to skip to column 26 if the response code in this column is '2'

Column (6): 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. Observe the skip pattern appropriately.

Column (7): When Breastfeeding Began

If the mother reports that the baby was put to the breast immediately after birth, record code '1' otherwise, the other codes apply.

Column (8): Still Breastfeeding

In Q. 7, 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 column (10).

Column (9): Number of Months Breastfed

The question in column (9) 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.

Columns (10) to (12): Other Feeding

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

Column (10) is asked to find out whether the baby **is begin given** any fluid other than the mother's breast milk. In column (11), establish whether the child **has ever been given** other fluids and vitamins listed in the question. Note the skip pattern very carefully. Record how old the child was when he/she was given other fluids and vitamins for the first time in completed months in column (12).

In column (13), we try 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. Circle 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. Circle code 3 in Q. 12 since the child ate solid/semisolid foods 3 times the day before the interview.

Columns (14) and (15): Vitamin A Supplementation

Show the woman the vitamin A samples and ask her in column (14) if the child received any vitamin A dose in the last 6 months and if so, record where the capsule came from in column (15).

Column (16): Diarrhea in Last 2 Weeks

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

Column (17): Bloody Diarrhea

Record whether there was any blood in the stools in column (17). Blood in the stools is a symptom of dysentery, an infection caused by particular bacteria.

Column 18: Special Fluids

Women are asked if they gave a child with diarrhea 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 circle the answer given after each item. Be sure to record a code appropriately. Do not leave any item blank.

Columns (19) and (20): Drinking and Eating During Diarrhea

The amount of fluids or food given while a child has diarrhea 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".

Column (21): 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.

Column (22): 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.

Columns (23): Advice or Treatment for Fever Sought

If the child had a fever, read the question in column (22), go on to ask the question in column (23) 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.

If the respondent does not know whether the facility is public or private, write the name of the facility in the space provided. At the end of the interview, inform the team supervisor about the problem in classifying the source.

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 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.

Columns (24) and (25): Recording Vaccinations

If you have a vaccination (health) card for the child, record the appropriate responses to the questions in columns (24) and (25), 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.

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-HebB-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.

Anthropometry

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

When you reach this part of section 8, you must determine whether there are any children in the household eligible for anthropometry, that is, any children 6 to 59 months of age. Write down the names and Person IDs of any children whose Person ID are circled in flap page. After recording the names and Person IDs for all eligible children continue as instructed.

In column 26, 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.

Perform weight and height measurement of the child according to instructions below; Record child's weight to two decimal places in column (27). The height/Length should be recorded in columns (28) and (29) if the child was measured while lying down and 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 column (30).

INSTRUCTIONS FOR MEASURING HEIGHT AND WEIGHT OF CHILDREN

I. 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

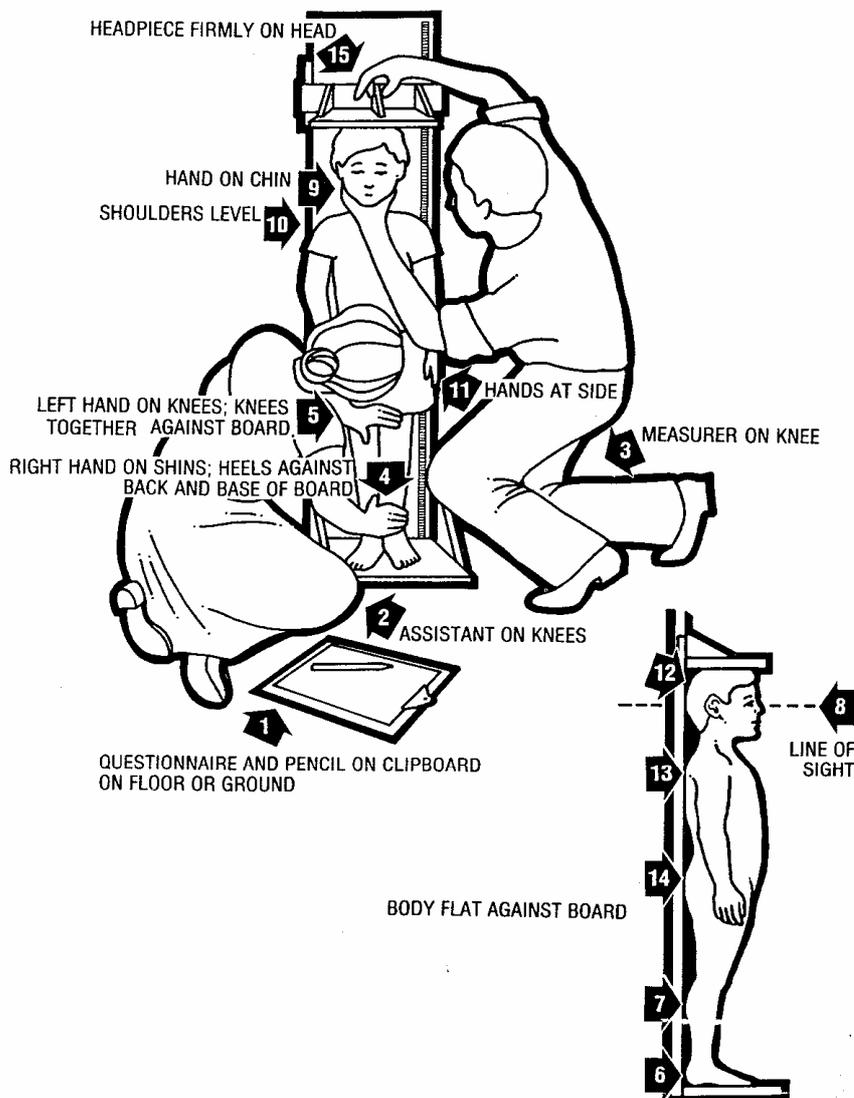
You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You will be required to weigh and measure woman children. Do not take these procedures for granted even 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.

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)1

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).
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.

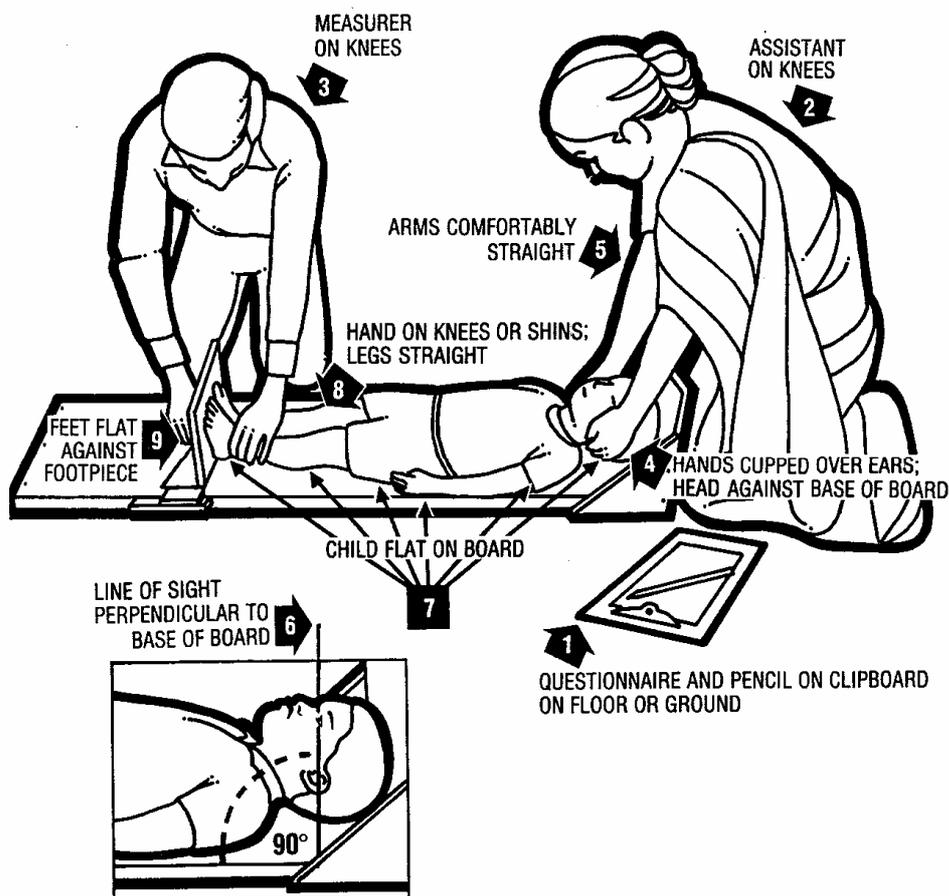
Measurer: Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight

¹ If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the length procedure.

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



III. WEIGHT, SUMMARY OF PROCEDURES FOR WEIGHING CHILDREN³

A. Equipment:

1. Digital scale (UNICEF Electronic Scale or Uniscale⁴) 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.
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.

³ 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.

⁴ 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".

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.

SECTION 7: DISABILITY MODULE

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

- (i) 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;
- (ii) Disability as a difficulty to be measured (both adults and children); and

Respondent: The questions in the first 16 columns i.e. 2a to 9 of this section apply for all members of the household who are 5 years and above while the other questions in columns (10) – (12) are for all members of the household irrespective of the age. This section should be administered to all members of the household, but parents or knowledgeable adult (preferably female) can answer for young children.

Instructions

Column (1): Person ID

In this column, copy the identification code (person ID) of all members of the household (i.e. usual and regular members) directly from the household roster (section 2).

Columns 2a-7b: Functional disability

These questions seek 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.

Note that 2b, 3b, 4b, 5b, 6b and 7b require you to record the year in which the individual got the specific difficulty. Record the year in four digits.

Columns (8a) and (8c): Level of participation

In these columns 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 column (8a), attend school in column (8b) or work in column (8c) for those working or for those schooling, and record the proper response using the codes provided. Else, for persons aged lower years than those stated, record code '4' i.e. 'Not applicable'.

Columns (9): 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. The codes for columns (9) are provided at the bottom of the questionnaire.

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.

Counseling 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.

INSTRUCTIONS TO COMPLETE THE LABOUR MODULE

SECTION 8: 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.

Columns (2) and (3): Self reporting status and Respondent's ID

Record whether the specified individual answered the questions in this section by him/herself in column (2) and the ID of the person that provided the information in column (3). Try as much as possible to obtain the information from the individual you are interested in one at a time. Be careful to observe the skip in column (2).

The Questions

The first five questions ask if the person has engaged in various types of income generating activities. The questions each have two parts. Part A asks if the person has engaged in the activity in the last week. **By 'last week', we mean the full week, from Sunday through Saturday, before the one in which the interviewer is visiting.** The next question asks about whether they engaged in the activity in the past 12 months.

Question 4 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.

Question 5 finds out whether the person was engaged in the same type of work in the last 12 months.

Question 6 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. Furthermore, Question 7 asks if the individual was engaged in the same activity in Question 6 above in the last 12 months.

Question 8 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. Question 9 asks if the individual was engaged in the same activity in Question 8 above in the last 12 months.

Question 10 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. Question 11 asks about whether any 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.

Question 12 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. Record whether or not the individual worked on the household's farm in the past 12 months in question 13.

Question 14 is an instruction to you the interviewer to check; if a person worked during the past week. After all of these questions have been asked. If the person has said they did one of these kinds of work last week (**you will have filled code 1 for at least one item in questions 4, 6, 8 or 10**) the person should next be taken to question 19, which will ask about their work in the past week in detail. If they said they did not do any of these kinds of work in the last week (only 2s are filled in 4, 6, 8 or 10) you should ask the question in next [column (15)].

Question 15 determines if the person was absent from a job in the past week. If they said they were absent from work, you should next ask the person question 19. If the person was not absent from work you should next take the person to the next question.

Question 16 and 17 allows us to determine if household members aged 5 years and older who were not working during the last week were in the labor force.

Question 18 is important to determine why those not in the labour force did not work. For example, if they did not want a job because they were engaged in another activity such as school, or if they had stopped looking for work because they gave up hope of ever finding any. Take note of the skip which should be followed irrespective of the response given.

Questions 19 to 23

Purpose: These questions gathers 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. The existence of an ongoing job search activity and the desire for additional work hours are probed.

Question 19 is to find if the respondent is engaged in more than one income generating activity. If more than one then identify the main one and the subsequent questions are with reference to the main activity.

Question 20a is to find out the respondent's occupation on their job, or on their main job if they have more than one. You should describe what they do in at least two words and be as specific as possible. Primary school teacher, men's clothes salesman, and hotel maid are good descriptions. Driver and repairer are not good descriptions because they do not give enough detail. Taxi driver and watch repairer would be better entries.

Question 20b determines the most appropriate code of the description of the occupation using the International Standard Classification of Occupations (ISCO) codes given in the annex.

Question 21a asks what the respondent's place of work produces or what its function is. The goal is to determine what industry it is in. Record as much information as possible (at least two words). Good examples might be flour mill, elementary school, or chicken feed factory.

Question 21b determines the most appropriate code for industry using the International Standard Industrial Classification (ISIC) given in the annex.

For both of these questions, it is important to record as much information as possible. It will be used later by the enumerator after the interview or someone in the central office to determine the most appropriate occupational and industry codes. The occupational and industry classifications should preferably be done in the field.

Question 22a and 22b determines the duration of employment whether in paid employment or own account workers, Record the year in four digits in the first box and the month in two digits in the next box. If the business started in May 1998, recode 1998 in first box and 05 in the second box.

Question 23 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, follow the skip to the column of questions for that type of worker.

Questions 24 through 27 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.

In question 28, 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.

Questions 29 and 30; 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 laborer 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. Be careful to observe the skip patterns appropriately.

Questions 31 and 32 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.***

Question 33 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.

Questions 34 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.

Question 35a to 35g 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.

Question 36 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.

Question 37 asks the respondent to report the number of hours they actually worked on their main job 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.

Question 38 asks about the respondent's desire and availability to work additional hours. These, along with several other questions, attempt to measure underemployment.

After this question, you will need to look back at the respondent's answer to question 36 to see if they held more than one job last week. If they did, the next set of questions gather essentially the same information but about the job the person spent the second most hours on last week. Beginning with the number of hours usually worked and the number of hours actually worked at all other income generating activities held last week is queried.

If the person only held one job, or after you have asked these questions about their other jobs, all respondents will be asked what, if anything, they did in the past four weeks to find other work or to start a business. Oftentimes, people will look for work that pays more, offers more hours, better uses their skills, or is something they would enjoy more while they are already working at another job.

For respondents who had wage and salary employment on their main job (the response to question in column 23 was 1) the next set of question the Labour module begins at question 40.

Question 39 asks the respondent if he is paid at a set rate, on the basis of sales, a combination of these, in kind only, or in some other way. Those who are paid a set rate or who are paid both a set rate and on the basis of sales should be asked for the amount of the set rate that they are paid in question 40.

Respondents will likely give the units needed in question 41 as part of their answer to question 40 (e.g. – 10,000 schillings per day) in which case you will record the answers for both questions simultaneously. If they do not volunteer the frequency, you will need to ask for it in 41. Two of the response categories for question 41, bi-weekly and twice monthly, look like they would be the same but they are actually different.

A person paid twice monthly gets two paychecks a month, regardless of the length of the month. This results in 24 paychecks a year. A person paid bi-weekly gets a paycheck every two weeks. This results in 26 paychecks a year. Payment on the basis of sales describes situations such as a barber who is paid for

each haircut he gives, a carpenter who is only paid when a piece of furniture is sold, or a real estate agent who gets a commission when a house is sold.

Payment is made in kind (such as through the provision of food or housing) and the estimated value of that payment. When entering the value, be sure to record one of the units of measure.

At the end of this question (41), all respondents should proceed to 42, which is about employment in the past 12 months.

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 labor 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.

Question 42 determines if the work on which the person spent the most time over the past 12 months was one of the jobs the respondent already gave us information on. If it was the main held during the last week skip to question 46. If the main job held over the course of the past 12 months was not one we already asked about, many of the same questions that were asked in columns 20a to 23 are asked about it.

Questions 46 to 53: Non-market 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. ***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."***

The Questions

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.)

Be sure respondents include travel time in their responses to questions 46 and 47 on collecting firewood and fetching water respectively.

Question 48 asks about time spent in the last week constructing housing, other buildings, roads, and wells for the private use of the household. Question 49 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.

Question 50 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.

Question 51 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.

Question 52 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.

Question 53 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.

Question 54 asks if the respondent receives income or support from any of several sources. Read the list and circle all types the respondent receives. Also note any others that are received but that are not included in the response options.

Remittances are regular or irregular contributions, in terms of money or in kind, made by a person living elsewhere in the country or abroad. For example, any money, food, or goods received by the household from a relative staying elsewhere in the country or abroad is a remittance.

SECTION 9: HOUSEHOLD AND HOUSING CONDITIONS

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.

Instructions

Record the introductory statements of the section to put the respondent's mind in perspective.

Columns 1 to 3

The question in column (1) inquires about the type of dwelling of the household now.

Column (2): 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.

Column (3): This question asks information on the number of rooms 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.

Columns 4 to 6: 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.

Columns (7) to (10): Ask about the main source of drinking water in column (7), the reason for not using protected water sources if the household does not get water from protected water sources in column (8), the time it takes to collect water from the main source in minutes in column (9a), waiting time in column (9b) and its distance from the dwelling in kilo meters in column (10) respectively. Notice the skip pattern in column (7).

Columns (11a) and (11b): Amount of water used per day

Be sure to record the units of quantity given in column 11a. The average amount/quantity of water used by the household per day in litres should be recorded in column 11b. **The amount of water used per day by the household should exclude water used for household based enterprises.**

Columns (12) to (14): Payment for Water

The question in column (12) 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 column (13), record the purpose of the payment if code 1 is recorded in column (12). **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.

The average amount of money in Uganda shillings spent by the household per month on water should be recorded in the space provided in column (14).

Column (15): 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 circled. All who **normally** collect water for the household.

Column (16): 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 circled.

Column (17): Preparation of Drinking Water

This question seeks to find out how drinking water in the household is prepared and the Interviewer should record the appropriate code from those provided.

Columns 18 and 19: Storage of Drinking Water

The storage facilities for drinking water in the household should be specified in Column 18 and in column 19, indicate whether the water is covered or not using the codes provided.

Column 20: 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.

Column 21: 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.

Columns 22 and 23: 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.

In column 23 ask the respondent whether there is any provision for hand washing after toilet use near the facility.

SECTION 10: 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.

Columns 1 to 5b: Inquire about whether the house that household lives in has electricity. If the response is 'No', skip to column 6. Electricity includes hydro, thermal, solar, as well as that from diesel generators. However, questions in columns 1 to 5b are specific to grid/hydro electricity. The question in column 2 seeks to establish the number of hours per day the household usually has the power in a typical season.

Record how the household paid for the electricity it used in column 3 and the quantity of electricity used (Kwh) in column 4. Note that we are referring to the most recent bill at the time of interview. The amount of money paid for electricity in the last month should be recorded in column 5a while the number of days that the billing period covered should be recorded in column 5b.

Columns 6 to 7b: In column 6, 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/gasoline in the last month in column 7a and the amount per liter of the gasoline in column 7b.

Columns 8 and 9: Record all the types of stoves that the household uses in column 8. The question in column 9 refers to the different types of cooking stoves in columns 8; however, it requires you to record the stove that is **most often** used by the household.

Columns 10 to 12: The purpose of these questions is to establish whether the stove mainly used by the household has a chimney in column 10; the duration the stove specified is used by the household. In column 11, 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 column 12.

Columns 14 to 18c: Fuel Used by the household

The purpose of these questions is to identify the type of fuels that households mainly use for lighting, cooking and heating.

Column 14 consists of a list of the different types of fuel. Going row-wise, ask the respondent to indicate whether the household uses the fuel listed in column 15. If the response is 'No' go the next type of fuel. The type of fuel that the household uses for cooking, lighting and heating should be specified in columns 16a, 16b and 16c respectively.

The most common source of fuel for the household should be recorded in column 17. 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.

The amount of money in Uganda shillings that the household paid for the specified fuel used in the last month should be recorded in column 18a; while the quantity and the unit of measure of the fuel should be recorded in column 18b and 18c respectively.

SECTION 11: HOUSEHOLD INCOMES

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.

Instructions

Question 1: 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.

Column 2 and 3:

The list of the different types of income and the income codes are in column 1 and 2 respectively.

Column 3 to 7

Establish whether or not the household received any of the listed types of income in column 3. If the response is 'no', skip to the next category of income. The amount received in cash should be recorded in column 4 while the amount received in-kind should be recorded in column 5. 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. Note that the questions in this section are with reference to the last 12 months.

Pension and life insurance annuity

The purpose of the question is to establish whether the household received any income from a pension or life insurance annuity during the past 12 months. If the response to the question is 'No', note the skip pattern appropriately. Else, record the amount that the household received both in cash and in-kind respectively. Note that you are required to record the value in Uganda shillings.

SECTION 12: NON-AGRICULTURAL HOUSEHOLD ENTERPRISES/ACTIVITIES

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.

Instructions

Column (0): Enterprise ID

This is enterprise serial number. Use one row for each enterprise.

Question (1): 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.

Question (2): ID code of person responsible

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.

Column (3) and (4): Description of the enterprise and industry code

Write the description of the enterprise under column (3), record the appropriate industry code (**ANNEX 6**) in column (4).

Column (5a) and (5b): Ownership of enterprise

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.

Column (6a) and (6b): Month and Year started

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.

Column (7): Location of business/enterprise

Establish from the respondent the enterprise/business operates from and record appropriately.

Column (8): Source of start-up money

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.

Column (9) and (10): Credit and its source

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. If 'no', skip to column (11); otherwise continue with column (10). In column (10), put the appropriate code of the main source of credit for operating and expanding the enterprise.

Column (11a) – (11e): Household members involved in the enterprise

Write the identification code (person ID) of 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 rows in this question. Up to 5 members should be listed based on the participation.

Column (12): 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.

Column (13): 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.

Column (14): Hired labor

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.

Column (15): Average expenditure on wages

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.

Column (16): Average expenditure on raw materials

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.

Column (17): Other expenses

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.

Columns (18) and (19): Registration for taxes

In column (18) and (19), 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.

SECTION 13 FINANCIAL SERVICES USE

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 Institutions 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.

Columns (1) to (3): Utilization of credit by the household

With reference to the last 12 months, find out whether any member of the house used a credit union, saving association, microfinance Institution, SACCO or an informal saving club to save money. Record the responses appropriately.

The question in column 4 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.

Columns (5) to (12): Loans/Borrowing money

Instructions

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.

Column 13 is an instruction to you the interviewer, so do not read it out to the respondent.

Columns 14 and 15: Application for Loans by household members

Ascertain whether any household member applied for a loan or asked to borrow money in the last 12 months but did not obtain it in column 14. Observe the skip pattern. 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 in column 15 and skip to column 18 irrespective of the response.

Column 16: Source of loan

This question determines to which type of lender the respondent applied for loan. List of possible lenders is given in the questionnaire. 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.

Column 17: Reason for applying

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. **Note: refer to codes in Section 11 column (7).**

Column 19: Buying on credit

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 installments, 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 installment plan some times.

Column (20): Bank Account

Ask the respondent whether any household member has a bank account in column 20 and record appropriately.

Columns 21 to 25: Possession of Insurance

The purpose of these questions is to capture information on the possession of insurance.

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.

SECTION 14: 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.

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.

Physical Assets

A list of items, household assets, is provided in column (1) with their corresponding codes in column (2).

Column (3): Finds out about the ownership of any of the items listed. You should follow the skip pattern carefully.

Columns (4) and (5): These questions determine the number and total estimated current value of the listed items owned by the household.

SECTION 15: HOUSEHOLD CONSUMPTION EXPENDITURES

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.

Part A: Expenditure on Foods, Beverages and Tobacco during Last Seven (7) Days

This part 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 laborers and other workers (who are not household members) should not be included in this section. Also expenses on functions and occasions should be excluded.

Answer boxes are shaded for the items not needing quantity and/or value to be recorded.

First, record the number of people who on average were present in the last seven days separately for adults and children by sex. Children are persons who have not attained the age of 18.

Column (1) and (2): A complete and extensive list of food, beverages and tobacco items is provided in column (1) with their corresponding codes in (2).

Record the whether or not the items listed in column (1) were consumed by the household in the last 7 days. In column (3b) record 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. In **column (3c)** record 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.

Consumption out of purchases

This group 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 **columns (4) and (5)**, respectively. In **columns (6) and (7)**, 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.

Home produced items

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. In this case the quantity and value of that consumption will be recorded in **columns (8) and (9)**, respectively. 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.

Food received in-kind

In **columns (10) and (11)**, 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 imputed 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 *Matooke*, 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.

Columns (12) and (13)

The market price and the farm gate/producer prices of only the items that were consumed by the household should be recorded in **columns (12) and (13)**, respectively. These prices should refer to the unit of measure recorded in **column (3)**.

Part B: Food Fortification

Food fortification is the public health policy of adding micronutrients (essential trace elements and vitamins) to foodstuffs to ensure that minimum dietary requirements are met.

Simple diets based on staple foods with little variation are often deficient in certain nutrients, either because they are not present in sufficient amounts in the soil of a region, or because of the inherent inadequacy of the diet. Addition of micronutrients to staples and condiments can prevent large-scale deficiency diseases in these cases.

This section collects data on all fortified foods. For column (15) it is necessary to check for the food fortification logo or show the respondent a sample of the fortification logo for the items in column (1)

Part B: Non-Durable Goods & Frequently Purchased Services (During Last 30 Days)

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 phoned not owned by any member of the household.

Part C: Semi-Durable Goods & Services Purchased (During the Last 365 Days)

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.

Part D: Non-Consumption Expenditure During the last 12 months

To get a complete account of total household expenditure, data on non-consumption expenses during the last 12 months are to be collected in this section. The non-consumption expenses have been grouped in five broad categories as given in column (1), on which data relating to the last 12 months are to be recorded in column (3).

The five categories are:

- (i) Taxes and duties paid by the household members: will comprise of Income Tax and other direct taxes; and duties, fees and other compulsory charges unrelated to the consumption of goods and services. Separate rows are provided for income tax, property tax, user fees and charges, and graduated tax. Taxes paid by any enterprises will be excluded from this section.
- (ii) Pension, social security contribution and insurance premiums. These will cover pension, provident funds and other social security contributions made by household members; life insurance, health insurance, property insurance and all other insurance premiums paid by the household members.
- (iii) Remittances, gifts and other transfers to others: these will include current transfers from the household to other residents (within the country) and non-resident (outside the country) households in the form of gifts in cash or kind.
- (iii) Contributions to funerals and other social functions to other persons and other households.
- (v) Others will include subscriptions, contributions and donations to trade unions, political associations, social organizations and interest paid on consumer debts.

It is important to note that disbursements that will **not** be included in this section are: additions to bank deposits and savings, amounts invested in stocks, shares, debentures etc., amounts invested in real estate, and amounts invested in corporate or household or other enterprises.

SECTION 14: WELFARE INDICATORS

SECTION 16: 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.

Column (1): Inquires if the household was has been affected by the listed distress events in the last 12 months. The purpose of the questions is to capture information related to household shocks. The list of shocks and their corresponding codes have been listed in the preceding columns. Record whether or not the household experienced the listed shocks in column 1.

Columns (2a) and (2b): Record the month when the household first experienced the shock in column 2a and the number months the household experienced the event (the shock lasted) in column 2b.

Columns (3a) to (3d): 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 in columns 3a, 3b, 3c and 3d respectively. Ensure that the questions are asked row-wise for one shock at a time.

Columns 4a to 4c seeks to capture the coping strategies of the households. These are ways in the household managed to cope through the shock. The relevant codes follow below the table.

SECTION 17: WELFARE INDICATORS 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.

The reference periods and the corresponding codes are given in column (1) and column (2), respectively.

Column (1): Person ID of respondent

Copy the ID code of the person responding to the questions in this section from the household roster.

Column (2): Sets of clothes

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.

Column (3): A blanket

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' (code '2').

Column (4): A Pair of shoes

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.

Column (5): Number of meals

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. In this column record the average number of meals taken by household members per day in the last 7 days.

Column (6): Salt

Ask what the household did when it last ran out of salt.

Column (7): Breakfast for children below 5 years

Ask what children below 5 years had for breakfast yesterday morning. Ask only if there are kids below 5 years in the household.

Column (8): Breakfast for children 5-13 years

Ask what children between 5-13 years had for breakfast yesterday morning. Use the list of codes given in column (9).

Column (9) and (10): 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. In column (10), we are interested in knowing the months when the household experienced such a situation. Circle all the months mentioned with reference to the last 12 months.

Column (11) is asked to households that did not have enough food in the past 12 months. Circle as many reasons as mentioned by the respondent. **Do not read out the listed reasons.**

SECTION 18: TRANSPORT SERVICES

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.

Column (2): Access to Road Infrastructure

In column 2, 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.

Column (3): The commonest mode of transport used to reach the nearest road from the household should be recorded in column (3). The different modes of transport have been specified, so record appropriately.

Column (4): Time taken to access road

How long it takes (in minutes) to access the nearest road to the household should be recorded in column (5) irrespective of the mode of transportation used. Record the time taken in minutes; if the response is given in hours convert it to minutes.

Column (5) and (6): The question in column 5 seeks to establish whether the road nearest to the household is usable all year round. If the response to this question is 'No' ask for the reasons why in column 6 and record appropriately. A **usable road** is one that is functional or in working condition at all times.

Column (7) and (8): Distance to nearest public stage

Record the distance from the household to the nearest public transport point or stage in kilometers. If the household is located at the side of the nearest road; record '00'. Specify the type of road on which the nearest public transportation point/stage is in column 8.

Columns (9) to (11): Effect of state of the roads

These questions are with reference to the roads within the sub-county. In columns 9, establish whether the listed household activities were affected by the local road conditions. The extent to which the state of the roads in the sub-county have affected agricultural marketing, economic activities, trade costs, costs of vehicle operation and access to basic services should be specified in column (11). Note that these questions are only asked if the response codes in column (10) are code 1.

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.

SECTION 19: LINK WITH THE AGRICULTURE QUESTIONNAIRE

Purpose: This section creates a link between the socio-economic and the agriculture questionnaire. 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.

Instructions

Question 1 seeks to find out whether any member of the household has been involved in cultivating crops including perennials and feeding stuff during the second cropping season of 2004 and the first season of 2005.

Question 2 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) In 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.

INSTRUCTIONS TO COMPLETE THE WOMAN'S QUESTIONNAIRE

Sections 1A: Household Identification Particulars and Staff Details and Survey Time

For the instructions, see [the socio-economic manual of instruction](#).

Sections 2: Contraception and Birth related issues

This section collects information on the respondents' awareness of various family planning methods. A brief description of each method is included in the questionnaire. The section also includes self-explanatory questions on the respondent's birth history.

INSTRUCTIONS TO FILL THE AGRICULTURAL SURVEY QUESTIONNAIRE

1. OBJECTIVES OF THE AGRICULTURAL MODULE IN THE UNPS

UBOS has received support under the LSMS-ISA project in the design and implementation of the UNPS with a focus on expanding the agricultural content of the UNPS and ensuring comparability with other surveys being carried out under the LSMS-ISA project in other countries in Sub-Saharan Africa. The emphasis is to ensure that information on agriculture and livestock are mainstreamed into the UNPS and that the quality and relevance of these data is further improved, and sustained over time.

The main objective of this support to the UNPS is to facilitate the production of household-level agricultural statistics as an integral part of the UNPS and foster its dissemination and use. A number of features have been incorporated into the UNPS design to ensure that agricultural and livestock data are collected in an efficient and cost-effective manner.

1. The Agricultural module is a core-module as the socioeconomic and community surveys in the Uganda National Panel Survey. This survey will cover the household crop farming enterprise particulars with emphasis on land, crop area, inputs, outputs and other allied characteristics.

2. The purpose of the agricultural module on the household survey is to give a better descriptive picture of Uganda's farm economy, and deeper insight into factors affecting farm incomes. These would include a better understanding of the influence of farmers' resources and marketing opportunities on farm-household income, and some sense of how farmers' situation has changed in the past few years. The latter can be addressed by the use of recall questions.

3. Data collected by the survey will allow analysis of the factors most highly associated with greater farm profitability. These can broadly be classified into two categories: commodity/factor markets, and technology. A second level of analysis would allow independent assessment of factors associated with higher profitability, such as commodity mix, level of input use, degree of commercialization, land market participation, etc. To the extent possible, the analysis should develop a causal model.

Timing

The agriculture module is administered in two visits to the selected households. The first series of visits will start in July/August 2009. The second set of visits will be conducted immediately after the first visit to all

households is completed. During the first visit, agricultural production data will be collected on the first cropping season of 2009 (January – June 2009). The second visit will collect agricultural production data on the first cropping season of 2009 (July – December 2009). The sections that are going to be administered during the second visit are clearly marked. Detailed instructions are given in the respective sections.

2. GENERAL CONCEPTS AND DEFINITIONS

This section introduces the general concepts and definitions to be used throughout the fieldwork on the Agricultural Module. It is very important that you clearly understand the contents.

2.1 Agricultural Holding

1. This is ***an economic unit of agricultural production under single management*** comprising all livestock kept and all land used wholly or partly for agricultural production purposes, without regard to title, legal form or size. Single management may be exercised by an individual or by a household, jointly by two or more individuals or households, by a clan or tribe or a cooperative or government parastatals.

2. A holding may consist of one or more parcels located in one or more separate areas, provided the parcels share the same production means utilized by the holding, such as labor, farm buildings, farm implements and machinery or drought animals. The requirements of sharing the same production means should be fulfilled to a great degree to justify the consideration of various parcels as components of one economic unit.

3. In the case of a family which lives together and shares meals, all parcels cultivated by the household members will constitute one holding. On the other hand, if part of land is cultivated by relatives who live separately, even though they share work on the land, each of them will normally know which parcels/plots belong to them. In this case, the total area is not a holding, but several holdings, depending on the number of persons having claim to the parcels in question.

4. Some of the area of the holding may be cultivated, fallow, under forest trees, belonging to the holder or may be wholly and partly used for grazing livestock.

5. The following points will assist in getting the concept of holding clearer:

- (i) There are holdings that do not have a significant area, e.g., poultry or piggery units or hatcheries for which much land is not absolutely necessary.
- (ii) There are holdings that may be operated by holders who have another occupation in addition to being holders.
- (iii) There may be holdings that may be operated jointly by two or more individuals.
- (iv) Land which is open to communal grazing is not considered a holding.

2.2 Holder

The holder is a person who exercises management control over the holding and takes major decisions regarding resource use. The holding may be run by the holder himself/herself, by the spouse, by relatives or by an employed manager. The holder has technical and economic responsibility for the holding, but may delegate responsibilities related to the day to day work management.

2.3 Agricultural Season

1. The main or the first agricultural season normally refers to the growing cycle of temporary crops that are planted and harvested in the first half of the year, occasionally extending up to the end of June. It thus covers the period between January and June.

2. The second agricultural season is generally the period between July and December. It should be noted that seasons are directly related to rains and only indirectly related to the growing cycle of crops. The first rains are generally longer than the second rains.

3. Some areas in Uganda have only one significant agricultural season.

2.4 Temporary/Annual Crop

These are crops with a growing cycle of less than one year, sometimes only a few months, which needs to be newly sown or planted for further production after the harvest. Crops remaining in the plot for more than one year should also be considered temporary crops if harvesting destroys the plant (e.g., cassava and yams). Crops grown in rotation, and therefore destroyed when the land is ploughed (e.g., grasses), should be considered temporary crops. The specialized cultivation of vegetables, flowers, bulbs and market gardens should also be included in this category.

2.5 Permanent/Perennial Crops

These are crops which occupy the areas for a year or longer and which do not have to be planted after harvest. Land under tree crops is included in this broad category, except land under forest trees which should be classified under "wood or forest land". Permanent pastures are excluded.

2.6 Pure Stand

This is a single crop cultivated alone in a plot. A pure stand crop can be either temporary or permanent.

2.7 Intercropped Stand

1. These are different crops cultivated simultaneously on the same plot. They can cause difficulties in ascertaining the proportion of the total plot area occupied by the component crops.

2. It can take the form of mixed or associated crops. Mixed crops are two or more different temporary crops or permanent crops grown simultaneously in the same plot. Associated crops are temporary and permanent crops cultivated simultaneously in the same field. The number, kind and proportions in the mixture will generally be according to prevailing practices or to other factors such as soil, rainfall and other weather conditions.

2.8 Parcel

1. A parcel is a contiguous piece of land with identical (uniform) tenure and physical characteristics. It is entirely surrounded by land with other tenure and/or physical characteristics or infrastructure e.g. water, a road, forest, etc, not forming part of the holding. This implies that a parcel is part of a holding that is physically separate from other parts of the holding. A holding is made up of one or more parcels.

2.9 Plot

1. A plot is defined as a contiguous piece of land within the parcel on which a specific crop or a crop mixture is grown. A parcel may be made up of one or more plots.

2.10 Total Holding Area

1. Total holding area is the area of all parcels that is operated by the holder. Forestland and other land owned and/or used by the holder should be included. Land rented from others and operated by the holder should be included in the holding. But land owned by the holder but rented to others should not be included in calculating the holding area. It should be, however, noted that information on parcels owned by the household, but rented to others (operated by others) will be collected in this survey even if it will be excluded in computing total holding area (cultivated area) at the analysis stage.

2. The holding area includes land under crops and pastures as well as land occupied by farm buildings. Land area of the holder's house is also included in the total holding area if the house is not located outside the holding (e.g., a house for residential purposes in a village or town) and is not used solely for residential purposes. It should be noted that data on non-agricultural land in general and residential land in particular irrespective of the location is collected in the socio-economic questionnaire under Section 13: Non-Agricultural Land by All Households and Agricultural Land by Non-Agriculturalists.

3. The total area of a holding practicing shifting cultivation should include area under crops during the reference period and areas prepared for cultivation but not sown or planted at the time of enumeration. It should exclude land abandoned prior to the reference period. Holders having access to communal grazing land should not include their estimated share of such land in their total land area.

2.11 Land Utilization

1. The recommended broad categories of land utilization in international nomenclatures are:
 - (a) Arable land
 - (b) Land under permanent crops
 - (c) Land under permanent pastures

- (d) Wood or forestland
- (e) All other land

(a) **Arable land** refers to all land generally under rotation whether it is under temporary crops, left temporary fallow or used as temporary pastures. Total arable land may be divided into four classes:

- (i) Land under temporary crops
- (ii) Land under temporary pastures
- (iii) Land temporarily fallow
- (iv) All other arable land

(i) **Land under temporary crops** includes all land used for crops with a growing cycle of under one year, sometimes only a few months, which needs to be newly sown or planted for further production after the harvest. Crops remaining in the plot for more than one year should also be considered temporary crops if harvesting destroys the plant (e.g., cassava and yams). Crops grown in rotation and therefore destroyed when the land is ploughed (e.g., grasses) should be considered temporary crops. The specialized cultivation of vegetables, flowers, bulbs and market gardens should also be included in this category.

(ii) **Land under temporary pastures** is the land temporarily cultivated with pastures. Because some practical difficulties may arise differentiating temporary from permanent pastures, such pastures cultivated for a period of less than five years should be considered temporary.

(iii) **Land temporarily fallow** is land at rest for a period of time before it is cultivated again. If the land remains fallow too long, it might acquire certain characteristics which would determine its inclusion in other major land uses groups. A maximum period of idleness is therefore defined, being less than five years. On the other hand, a piece of land should not be considered temporarily fallow unless it has been or is intended to be kept at rest for at least one agricultural year. If the time of enumeration falls at a time when sowing/planting has not been completed, the area lying fallow at that time, but which will be put under crops soon afterwards should be classified by the crops to be sown/planted and not as fallow land. Fallow land that is temporarily used for grazing should be classified fallow if the land is normally used for the cultivation of temporary crops.

(iv) **All other arable land** includes all rotation land not put to any of the uses mentioned above during the reference period, such as arable land temporarily damaged by floods, land prepared for cultivation, but not sown because of unforeseen circumstances and abandoned land.

(b) **Land under permanent crops:** This is land which is cultivated with crops which occupy it for a year or longer and which do not have to be planted after harvest. Land under tree crops is included in this broad category, except land under forest trees which should be classified under "wood or forest land". Permanent pastures are excluded.

(c) **Land under permanent pastures** means land used permanently (i.e. for five years or more), seeded and cared for or grown naturally (grazing land). Permanent pastures on which trees and shrubs are grown should be classified under this category only if the growing of grass (naturally growing grass) is the most important use of the area.

(d) **Wood or Forest land** includes wood lots or tracts of timber, natural or planted, which have or will have value as wood, timber or other forest products. Nurseries of forest trees should also be classified under this category. Wood or forest land used only for recreational purposes should be classified as "All other land"

(e) **All other land** includes all other land not elsewhere classified, whether potentially productive or not. Generally it refers to unused lands and areas under buildings, roads, parks, swamps, rocky areas etc.

Agricultural land

This is defined as the sum of arable land, land under permanent crops and land under permanent pastures.

3. PARCEL AREA MEASUREMENT AND CALCULATION

3.1 Introduction

1. One of the most important factors for production used in growing crops, raising livestock or any other farming activity, is land. The pattern of Land-Use usually varies by seasons or by different regions of the

country. Thus, accurate data on area used for agricultural purposes is an important aspect of agricultural planning.

2. Total land operated by the holder (i.e. the agricultural holding) is a crucial variable for the analysis of agricultural data. The area of a holding may vary from time to time. A holder may sell or leave part of his/her holding or he/she may buy or rent from others.

3. At any time the holder has the option to fully or partially utilize the holding. Thus the proportion of the holding under crop also varies from season to season or from year to year. Since production can be estimated as a product of Yield and Area, there is definite relationship between area planted and amount of crop harvested. The product can easily be computed in the case of crops grown in pure stand. The problem is however quite complex if crops are intercropped.

3.2 Area to be measured

1. The main work will involve collecting data on number of parcels and plots under the various crops. The areas to be measured will be, however, limited to parcels, and crop plots (for the current (first) cropping season of 2009 – Section 3A of the questionnaire) located within the selected EAs. For parcels located outside the EA, we depend only on farmers own estimation.

3.3 Measuring Unit

1. Land area will be measured with a Global Positioning System (GPS) tool and recorded as acres with **two decimal places** in Section 2, Part A and B of the agricultural questionnaire i.e. the smallest area possible to record is 0.01 of an acre.

3.4 Parcel and Plot Area Measurement

3.4.1 Introduction

1. During the UNPS, the Enumerator will carry out area measurements on parcels, and crop plots for the current cropping season using a GPS device. The area measurement should be done after the interview is completed.

2. The parcel and plot area measurements will be carried out in the following sequence:

- (i) It will be necessary to walk around the parcel with the holder/respondent to decide on the parcel boundaries and the number of plots to be found.
- (ii) The Enumerator will do the area measurement using the GPS equipment and record it in Section 2, Part A and B of the agricultural questionnaire.

3. The Supervisor and/or the team from UBOS will crosscheck some selected parcels and plots by re-measuring, using GPS equipment.

4. YIELD AND PRODUCTION ESTIMATES

4.1 Introduction

1. Reliable estimation of annual production of food crops and other agricultural commodities are extremely important as Uganda makes serious efforts to tackle the problem of ensuring food security, diversifying her export crops, increasing income of her people, and, thus raising their living standards.

2. A number of methods for estimation of crop production exist. These include estimating production directly or through a product of Crop Area and the Yield Rate. Area Estimation has been briefly described above.

3. In the UNPS, the holder will give an estimate of what was actually harvested (post-harvest estimates) of the crops planted during the last completed season i.e. planted during the period of July - December, 2004 for the first visit and planted during the period of January – July for the second visit.

4.2 Measuring Unit

1. Many holders in Uganda are expected to have a fairly good idea on quantities of the crop they produce, even if they normally do not keep farm records. However, when it comes to compiling information for

statistical purposes, the holder's estimate may be difficult to use due to the absence of standard measurement units. If guided on the use and conversion of various measurement units, experience shows that holders can give fairly accurate estimates. A number of countries in Africa have, thus, applied this method for collection of crop production statistics with a fair amount of success.

2. The holder should estimate his/her harvest in measurement units he/she is familiar with. These measuring units will vary with kind of crops, districts, traditions, etc. The Enumerator is requested to take note on the measurement units used locally.

5. DETAILED INSTRUCTIONS ON HOW TO FILL IN THE FORMS

1. The agricultural questionnaire for the UNPS is organized into sections, parts and questions. Sections are organized by subject matter covered. Each section has a serial number. Each part is denoted by a letter and covers a particular aspect within the subject. The contents of the sections are listed below:

Section 1A: Household Identification Particulars

Section 1B: Staff Details and Survey Time

Section 2A: Current Land Holdings

Section 2B: Land that the household has access through use rights

Section 3A & 3B: Crop plot areas and inputs (First & second Season)

Section 4A & 4B: Crop grown and type of seeds used (First & second Season)

Section 5A: Quantification of Production (First & second Season)

Section 6A & 6B: Livestock Ownership (Cattle, Pack Animals; Small Animals and poultry and others)

Section 7: Livestock Expenditure and income

Section 8: Livestock Products

Section 9: Fishing

Section 10: Extension Services

Sections 1A: Household Identification Particulars and 1B: Staff Details and Survey Time

For the instructions, see [the socio-economic manual of instruction](#).

Section 2: Current Land Holdings

Purpose: The purpose of this section is to have a complete list of all the parcels owned and/or operated by the household during the first season of 2009 and the second season of 2009. It allows us to refer back to these parcels in the next sections of the questionnaire, together with the rights under which they are held and their current use. It is divided into two different parts. The first, Part A, collects information on parcels of land owned by the household. The second, Part B, collects information on parcels of land that the household has use rights/usufruct only while the ownership right belongs to someone else.

This section is administered to households who have been involved in crop farming during the last completed and the current cropping seasons. Information is collected on agricultural land that these households have access during the reference period. Note that information on non-agricultural land owned by all the sampled households.

The different scenarios of getting access to land through ownership and use rights are discussed as follows.

Ownership rights

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

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

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

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

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

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

Individuals can have ownership rights to land under either of the above mentioned tenure systems. A person who owns land under these systems, except customary tenure, is entitled to possess certificate of title. But a certificate of customary ownership is given to a person or group of persons who own land under a customary system. A detailed discussion and definition of the different forms of certificates is provided in the section that deals with land rights, certificates and disputes. Land owned under these arrangements should be recorded in Part A.

Use rights

This refers to the case where a person has the right to use and benefit from land belonging to another as long as the land is not damaged in any way. Use rights mainly involve arrangements between a tenant occupying or using the land and the owner of the land. The most common types of tenants in Uganda are **Lawful and Bona fide occupants** on freehold, leasehold or mailo land. The former refers to a person staying on land with the permission of the owner and making some payments to the owner in return. The latter refers to a person who has stayed on and used the land or improved the land for a minimum of twelve years without being challenged or asked to leave by the owner before the date of 8th October 1995. These tenants are entitled to apply for certificate of occupancy.

Individuals can also be given a license to occupy or use land on a short term basis, say, for one season by the owner of the land. For the purpose of this survey **squatters** are assumed to have only use rights on the land they are occupying without the consent of the owner.

Therefore, information on land occupied under any of these arrangements should be collected in Part B.

The following table provides the link between different tenure regimes, ownership and use rights and formal certificates.

	Registrable Interest	Type of Certificate	Type of Right
1	Freehold Mailo Leasehold	Certificate of title	Ownership right
2	Customary	Certificate of customary ownership	Ownership right
3	Lawful/Bona fide occupant	Certificate of occupancy	Use/occupancy right
4	Short term rental/license, squatters	None	Use/occupancy right

Respondent: The respondent is the head of the household or the person best informed about the agricultural activities of the household. In some of the cases, the individual holder or the person who manages the parcel must be invited to give the answers.

Reference period: You need to be careful with the reference period. The reference periods cover the first cropping season of 2009 (January – June 2009) and the second cropping season of 2009 (July – December 2009).

Part A: Land Owned by the Household

The land referred in this part covers all the parcels owned by the household for agricultural purposes including woodlots and forest land. This includes land rented out or lent out to other persons.

Note that land under cultivation by the household but owned by other households or institutions should be excluded.

Instructions

The information is organized by parcel. Refer to the definition of the parcel given in one of the previous sections. For the purpose of this survey the definition is slightly modified as follows. If a portion of a parcel has been rented to others, the two contiguous pieces (the portion of land operated and the other portion rented out) should be considered as two separate parcels on the basis of agricultural operation.

You should identify each parcel clearly by number and name. The recording of parcel(s) should start with the parcel where the interview is taking place, preferably by the parcel where the household's dwelling house is located. This should be parcel number one. For all the parcels within the EA, GPS coordinates at the geographical center of the parcel should be given at the bottom of the page. Use extra sheets if necessary.

Question 1: This is a filter question. It establishes whether the household owns any agricultural land including woodlots and that of forest land. If the answer is 'no', then skip to Part B. If the answer is 'yes', ask the respondent to list all the parcels the household owns and their details.

Column (2): Parcel ID

Column (2) is labeled PARCEL ID (identification code). Each row in the grid is assigned a number. The identification code assigned for each parcel is determined by the row in which the parcel's name is entered. The Parcel ID is extremely important, as it allows the information gathered in the various sections of the agricultural module that pertains to the same parcel to be matched together.

Column (3): Parcel name

This question obtains a name or brief description of the parcels, for reference during the interview and for re-interviewing the same household in future survey. For instance, each parcel could be named after the village where it is located, or locations such as near swamps, rivers, hills etc. or even the main crop grown.

Make a complete list of all the parcels owned by the household including parcels that are in fallow.

Column (4): GPS Measurement with two decimal places

It should be noted that area measurement is done after the interview is completed. This column is thus filled in after the completion of the interview. The use of the GPS has been extensively explained above and in Annex 2. However, the actual measurement should be conducted only on those parcels located within the EA. Once again exclude the portion of the parcel devoted for residential purposes i.e. land area for housing building and its secondary parts such as kitchen, toilet and other related structures.

Column (5): Farmer's estimate

Record farmer's/holder's area (size) estimate of the parcels listed in acres. It is important that the holder's estimate is not influenced at all - just register his/her estimate. Exclude the portion of the parcel devoted for residential purposes i.e. land area for housing building and its secondary parts such as kitchen, toilet and other related structures.

It is expected that many holders will give areas as acres and as fractions of acres, probably not more detailed than 3/4, 1/2 and 1/4 of an acre. The Enumerator should transfer the fractions to decimals as follows 3/4=0.75, 1/2= 0.50 and 1/4=0.25 and fill in the areas with two decimals. Make sure that the decimals are correctly registered in order to avoid data entry errors at a later stage. Also remember the following conversions:

1 acre \cong 4000 m² \cong 0.4 hectares
1 hectare =10,000 m² \cong 2.5 acres

If any local area measurement unit is used, it should be converted into acres and recorded in this column. The following guidelines can be used:

- an acre is a measure on the ground of approximately 70 yd x 70 yd or half a standard football field;
- by casually walking round a square of 50 steps by 50 steps, one covers an area of approximately ¼ or 0.25 acres;
- an area measuring 22 yd x 22 yd covers 0.1 acres; and
- an area measuring 16 yd x 16 yd covers 0.05 acres.

Column (6): Location

It is necessary to describe the geographical location for each parcel. For example, code '1' should be allocated to all parcels within the EA. These parcels should be the first to be recorded/listed in the questionnaire. If the holder operates any parcels outside the EA, these parcels should be registered after all parcels within the EA are listed. Use the list of codes given in the column.

Column (7): Land Tenure System

Here, ask about the rights under which the owner operates the land i.e. the tenure status of the land.

Column (8): How the parcel was acquired

Ask how the household acquired the parcel for the first time. If unmarried household head inherited land from his/her family, then use code '2' (inherited or gift from own family). CLEARED, code '7' is common mainly in areas with customary land ownership where one clears land and uses it.

Column (9): Year in which parcel was acquired

Record the year in which the parcel was acquired for the first in four digits. For example, if the parcel was acquired in 1989, write 1989 in the appropriate box. If the parcel was acquired in bits and pieces, give the year in which the major part was acquired.

Column (10): Estimated value of the parcel if sold

Get the respondents estimate of the value of the parcel at the prevailing market price if it was to be sold, including the investment on it e.g. farm buildings, permanent crops, etc. Exclude residential buildings since residential land is not considered as part of the parcel. Note also that annual crops should not be considered as an investment. Respondents may have a difficult time answering this question. You should try to obtain estimates, however rough, of the value of land with the investment. Sometimes you may have to ask about the value of a similar parcel with similar type of investment in the same locality – this can be a good indicator of value.

Column (11): Estimated value of the parcel if rented out

Get the respondent's estimate of the rental price of the parcel if it was to be rented out for two cropping seasons including the investment on it. The comments in column (11) apply here.

Column (12): Access to the Parcel

Ask the respondent whether he/she currently has access to the parcel. Access here refer to use rights to the parcel

Columns (13a) and (13b): Primary use of the parcel

Ask about the primary use of the parcel during the second cropping season of 2009 (January – July 2009) and the first cropping season of 2009 (July – December 2009) in columns (13a) and (13b), respectively. See subsection 2.12 (land utilization) of this manual for the detailed description of some of the response codes.

Rented out means that the parcel was given to another household to operate in return for either a fixed sum (cash or in-kind) or a share of the crops harvested. Note that code '4' should be used if the land was **cultivated by a mailo tenant** during the reference period.

Column (14) and (15): Land Under fallow

In these questions, ask about the parcels that have been under fallow (Code '5' in 13a or 13b). If the respondent indicates that the parcel is under fallow; ask for the most recent year/agricultural season in which the land was left fallow. Be sure to record the year as a four digit figure.

In column (15) ask for the number of years that the parcel was consecutively under fallow.

Column (16): Rent received for renting out parcel

This question should be asked for the parcels that the household did not cultivate. If the parcel was rented out or cultivated by a mailo tenant, ask what rent was received from the tenant during the two seasons and record what was received in cash in column (16). Record the net rent, i.e. the rent net of the value of any inputs the household provided to the tenant. Be careful to follow the instructions

Column (17a & 17b): Proportion of parcel cultivated

For each of the parcels that the household is using, establish the proportion that is cultivated or under plant. Record the proportions as a percentage out of 100 for both seasons in 17a and 17b respectively.

Column (18 & 19): Soil type/land quality

Ask the respondent about the soil type/land quality of the parcel. We use a simple ranking between Good, Fair and Poor to classify the general condition of the parcel with respect to soil/land quality.

Column (20): Main water source for crop production

Irrigation refers to purposively providing land with water other than rain for improving crop production. Uncontrolled land flooding by the overflowing of rivers and stream is not considered as irrigation. When rainwater or uncontrolled overflow from rivers or streams is collected and later used on the land, it is then considered irrigation. If the parcel has any type of irrigation as defined above, fill in code 1. Otherwise fill in appropriate source of water for agricultural production.

Column (21): Topography

This question refers to a simple categorization of slope of the parcel. Ask information about the slope that best describes the major part of the parcel.

Column (22) to (24): Soil erosion problems

The purpose of these questions is to establish whether the household has encountered problems of soil erosion and what was done to control. **Soil erosion** refers to the Movement of soil components, especially topsoil, from one place to another, usually by wind, flowing water, or both. This natural process can be greatly accelerated by human activities that remove vegetation from soil.

In column (22) ask whether the household experienced soil erosion on each of the parcels in the last completed season. If the response in column (22) is code '1', establish the possible cause of the erosion problems in column (23). The question in column (24) seeks to establish whether any erosion controls or water harvesting facility is available on the parcel. Note that the question in column (24) is multiple response and more than one response can be recorded.

Column (25): Land certificate

Ask whether the parcel has a formal certificate of title, or customary certificate of ownership or certificate of occupancy. The definitions are given above. If the household has ownership rights on the parcel ask about either certificate of title or customary certificate of ownership depending on the tenure status of the parcel. But if the household has only use rights then ask about certificate of occupancy. If the answer is 'no document', skip go to column (4).

Definition

Certificate: Refers to a written or printed and signed document that specifies the registered interests or claims against that right to own, use or occupy the land or parcel. The document should be issued by and registered with government authorities e.g. the commissioner for registration, the land board, or the recorder (the office registering land and giving certificates).

Certificate of Title: Refers to a written or printed and signed document that is an official record of an agreement concerning the ownership of land or parcel. It registers the right to own the land. Interests that can be entered in the register of titles are a freehold, lease, and mailo ownership. Customary ownership and occupancy of land belonging to someone else are not recognized in the registration of titles. The title gives the owner the right of using and developing the land for any purpose, entering into any dealings (selling, renting, and giving it out as a security), allowing other people to use it and giving away the land by will.

Certificate of customary ownership: Is given to a person or group of persons who own land under a customary system to recognize and guarantee his/her interest in the land or parcel. The document must be issued by the land board. It states that the customary rights on the land it refers to belong to the person or persons named on it. Certificate of customary ownership gives the owner to

- rent the land or part of it for a limited period of time (leasing),
- allow a person to use the land or part of it for a limited period,
- give the land or part of it as security or guarantee for a debt or money borrowed,
- divide the or part of it
- sell the land or a portion of it if the certificate of customary ownership allows,
- give away the land by will

Certificate of occupancy: Is a document issued to a tenant on a land on which he/she are not the owners or lessees. It clearly states the interests or claims of the tenant (occupant). A tenant with certificate of occupancy

- can give away, sublet, give as security or create rights to another person to use the land and do anything allowed on the land,
- can pass it on to other people such as spouse, children, relative or friends after his/her death, but

- before dealing with the land in any way, the tenant by occupancy will apply to the owner in a standard form asking for permission to be allowed to deal with the land

Land dispute: Is a disagreement over land rights, boundaries or uses. A land dispute occurs where specific individuals or collective interests relating to land are in conflict.

Column (26): Ownership or user rights

Ask who has the ownership or use rights to the parcel among members of the household. Record the ID of the person from the household roster.

Column (27): Output management

Ask who manages/controls the output from the parcel among members of the household. Record the ID of the person from the household roster.

Column (28): Land disputes (concern)

Ask the respondent whether there is a concern that someone might dispute the ownership or use rights of the household on the parcel. Note the skip pattern.

PART B: Land That the Household Has Access Through Use Rights:

This part refers to parcels the household cultivated but does not own during the first season of 2009 and the second season of 2009. It gathers information about each parcels belonging to someone else that was cultivated by the household irrespective of the type of contractual arrangements with the owner of the land. It can be rented or lent to the household or even it can be without any arrangement with the owner of the land. It should be clear that the household has only use rights to the land i.e. the right to utilize and enjoy the profits and advantages of the land that belongs to another person so long as it is not damaged in any way. In other words, the household has only third party rights that can be enjoyed on land of which a member of the household is not the owner or lessees.

Instructions

Question 1: If the answer to question 1 is 'yes', list all the parcels that the household has access (use rights), but that belongs to someone else during the cropping first season of 2009 and the second season of 2009. If the answer is 'no', skip to section 3.

Columns (2) – (8)

These questions are identical to columns (2) – (8) in Part A, so the same instructions above apply here.

The tenure system (column (7)) refers to the type of ownership of the parcel from the owner's perspective – it should not be linked with the contractual arrangements between the owner of the land and the one who is currently using it.

The response codes for column (8) are slightly different from that of the Part A in order to address the issues related to the agreement between the household and the owner of the parcel.

Column (9): Rent during the two seasons

Ask for the amount of rent that the household paid to the owner of the parcel during the two seasons if it was acquired through an agreement with the land/use right owner (code '1' for column (8)). Write only cash payments here.

Column (10): Period of possession of parcel

Ask the respondent for the length of time that the household has been in continued possession of the parcel i.e. farming the parcel. Record in completed years. If less than one year, write '0'.

Column (11): Willingness to buy full ownership of parcel

This question seeks to find out whether the respondent is willing to buy full ownership right to the parcel.

Column (12): Price

If the answer in column (11) is 'yes', ask for the price at which the respondent is willing to pay for the parcel including the investment on it. Once again investment refers to perennial crops, farm buildings, etc., but excludes residential buildings and that of annual/seasonal crops.

Column (13): Renewal of user rights

Find out whether the household has to renew use rights to the parcel at least once a year.

Column (14): Price of the user rights for the parcel

If the answer to the previous question is 'no', then ask for the amount at which the household could sell the use rights to someone else. Note that this is not the price of the parcel if one was to sell it; but only for another person to use it.

Columns (15a & 15b) :Primary use of parcel

These questions are similar to column (13a & 13b) of Part A, respectively. The list of response codes for column (15a & 15b) is customized to fit the circumstances of access to land on the basis of use rights.

Column (16): Rent received for renting out parcel

This question should be asked for the parcels that the household did not cultivate. If the parcel was rented out or cultivated by a mailo tenant, ask what rent was received from the tenant during the two seasons and record what was received in cash in column (16). Record the net rent, i.e. the rent net of the value of any inputs the household provided to the tenant. Be careful to follow the instructions

Column (17 - 18): Soil type/land quality

Ask the respondent about the soil type/land quality of the parcel. We use a simple ranking between Good, Fair and Poor to classify the general condition of the parcel with respect to soil/land quality.

Column (19): Main water source for crop production

Irrigation refers to purposively providing land with water other than rain for improving crop production. Uncontrolled land flooding by the overflowing of rivers and stream is not considered as irrigation. When rainwater or uncontrolled overflow from rivers or streams is collected and later used on the land, it is then considered irrigation. If the parcel has any type of irrigation as defined above, fill in code 1. Otherwise fill in appropriate source of water for agricultural production.

Column (20): Topography

This question refers to a simple categorization of slope of the parcel. Ask information about the slope that best describes the major part of the parcel.

Column (21) to (23): Soil erosion problems

The purpose of these questions is to establish whether the household has encountered problems of soil erosion and what was done to control. **Soil erosion** refers to the Movement of soil components, especially topsoil, from one place to another, usually by wind, flowing water, or both. This natural process can be greatly accelerated by human activities that remove vegetation from soil.

In column (21) ask whether the household experienced soil erosion on each of the parcels in the last completed season. If the response in column (21) is code '1', establish the possible cause of the erosion problems in column (22). The question in column (23) seeks to establish whether any erosion controls or water harvesting facility is available on the parcel. Note that the question in column (22) is multiple responses and more than one response can be recorded.

Column (24): Ownership or user rights

Ask who has the ownership or use rights to the parcel among members of the household. Use the appropriate code given in the column.

Column (25): Work on parcel

Ask who usually works on the parcel using the codes given in column (12).

Column (26): Output management

Ask who manages/controls the output from the parcel among members of the household.

Section 3A: Crop Plot Areas and Inputs

Purpose: This section collects information on crop plot areas and inputs. The focus is mainly on land improvements such as bunds, terracing and mulching, and investments/inputs which are of paramount importance in Ugandan agriculture.

Respondent: The same respondent as in Section 2.

Agricultural inputs:

Fertilizers are divided into inorganic and organic fertilizers.

i) Inorganic or chemical fertilizers are divided into four types: nitrogenous, phosphate, potash and mixed complex fertilizers.

ii) Organic fertilizers include farmyard manure, compost, green manure and seaweed. Farmyard manure refers to farm feces and urine mixed with litter, mainly straw, to absorb the urine. Compost is manure derived from decomposed plant remains, usually fermented waste plant materials such as straw, grass, mowing, etc, heaped in alternative layers with lime, nitrogen and water added. Green manure is a crop, such as sun hemp, mustard etc, grown specifically to be ploughed back into the soil to provide humus. Green manure crops are often planted before the crops.

Pesticides these include; insecticides, fungicide, fumigants, herbicides, rodenticides and various other materials, mostly synthetic chemicals produced in concentrated form, but diluted for application with various substances such as water, tale, clays, kerosene etc. They are used for mitigating, controlling or eliminating pests troublesome to crops or livestock.

Instructions

This section collects information on all the parcels listed in Section 2, Parts A and B i.e. parcels that the household has access through ownership and use rights.

Column (1-3): Parcel ID

In this column, record the identification number of each parcel listed in Section 2 (Parts A and B). Make sure that the identification codes are exactly the same as in Section 2, Parts A and B. Transcribe the name of the parcel in column (2) then assign a running serial number to each of the plots within the parcel in column(3).

Columns (4) – (13): Organic fertilizers/Manure

These questions refer to the use of any Organic fertilizer/manure on each and every specific plot during the reference period. Column (4) is a filter question. If the answer to this question is 'no', skip go to column (14). In column (5), record the total quantity of Organic fertilizer/manure that the household used on the plot during the reference period. **Use kg as the unit of measure; convert other measures such as bags, tins, etc. into kg.** In column (6), ask about whether the organic fertilizer was purchased by the household. The question in column (7) specifically asks about the quantity of organic fertilizer/ manure which was purchased or bartered for use during the reference period (**use kg**). If none was purchased, write 0. Column (8) is a follow up question regarding the total amount of money spent (both in cash and in-kind) on purchased or bartered organic fertilizer/manure. Record the amount in Uganda Shillings.

The purpose of the question in column (9) is to establish the source of the organic fertilizer bought. Record appropriately. Ask the respondent about whether or not the household received the organic fertilizer on credit to be paid later in column (10), how much was paid for the organic fertilizer upfront in column (10), how much was repaid or is to be repaid in Uganda shillings in column (12). In column (13), ask the respondent about the source from whom the credit used to purchase the organic fertilizer was received.

Columns (14) to (24): Inorganic/Chemical fertilizer

If the answer in column (14) is 'no', then skip to column (26). Note the questions in column (14) – (25) are similar to those asked about organic fertilizers in columns (4) – (13) respectively.

In column (20) ask the respondent to give the main reason why they chose to use the type of inorganic fertilizer specified in column (15). The only difference here is that we are asking the questions with reference to inorganic/chemical fertilizers. Be careful to ask the questions about chemical fertilizers used for crop cultivation (plot-by-plot) during the reference period.

Columns (26) and (37): Pesticides/herbicides

Similar to the previous columns, record the information for all pesticides, herbicides or fungicides in column (26) to (37). In column (32) ask the respondent to give the main reason why they chose to use the type of pesticide/herbicide specified in column (27).

Follow the same instruction as in column (4) to (13). Note that information should be collected plot-by-plot.

Columns (38) –(43): Labor inputs during the first cropping season

Purpose: This sub-section collects plot-by-plot information on the labor time hired by the household on different tasks other than that provided by household members in **the first Season of 2009**. This section collects information on expenditure made by the household on the purchases of agricultural inputs like hired labor

Respondent: The head of the household or the person who is best informed about the agricultural activity of the household. Ask the plot manager as much as possible.

Definition

Person days: A measurement that is used to reflect the total amount of time a team spends in any activity. It reflects both the size of the team and the number of days spent. For example, a team consisting of three people spends three days (full time) in hoeing a field. The person days would then be nine person days i.e.

Person days worked by all persons = Number of days worked * Number of workers

Information on hired labor should be collected using person days as a unit of measurement.

Hired labor is labor input supplied by persons other than holding household members and who are paid for their work either in cash or kind or both. The persons are hired for purposes of doing agricultural work on the holding. They can be permanent or temporary laborers.

Instructions

This section will be filled in during the first visit and the information should be collected plot-by-plot.

Column (41) – (43): Hired labor for all tasks

These questions determine whether the household spent to hire workers to work on its plots during the first season. Since there are many kinds of workers, performing different tasks for different periods of time and paid in many different ways, these questions will require some probing on your part.

In column (41), ask if the household had hired any agricultural workers during the first cropping season of 2009 on the specific plot under consideration. You should probe any type of agricultural workers hired for any of the agricultural tasks during the reference period. If the respondent did not hire any agricultural worker (code '2'), skip to column (44).

Column (42a-42c): You should calculate the total number of person days worked by the hired agricultural workers during the recall period plot-by-plot. You must multiply the number of people hired by the average number of days they worked. Refer to the definition of person days above.

Column (43): Record the total cash and any in-kind payments made to workers for the total number of person days (plot-by-plot). Include the total cost of meals or any payments in the form of crops, etc. This is thus the total payment by the household for all type of agricultural worker hired during the reference period.

Columns (44) and (45): Seeds and seedlings

If the answer in column (40) is 'no', i.e., the respondent did not purchase any seeds and/or seedlings to be used for crop cultivation on the plot under consideration during the reference period, skip to the next parcel/plot. Otherwise, record the total amount of money spent (including in-kind payments) for all kind of purchased seed and seedlings used during the reference period in column (41).

Section 4A: Crops grown and Type of Seeds used

Purpose: This section collects information on crop cover of parcels farmed by the household. It refers to crops planted by the household during the first cropping season of 2009 (January-June 2009) on parcels belonging to the household and on parcels that the household has access through use rights.

Note that crops grown on parcels belonging to this household that has been rented/lent to someone else should not be included, since the crops are not being maintained by the household being interviewed.

Recall Period: This section should be completed during the first visit. The recall period refers to **the first cropping season of 2009 (January – June 2009)**. Thus, data should be collected for this cropping season only.

Respondent: The same respondent as the previous sections. Try to obtain information from each crop manager as much as possible.

Question 1:

This is an introductory question to the section that seeks to find out whether the household grew any crops in the first cropping season of 2009.

Column (2): Parcel ID

This question identifies the parcels that have been cultivated by the household (including those which were left fallow) during the second cropping season of the previous year. Since the objective of this section is to identify the use of each and every parcel during the specified season. The parcel identification codes should be copied from Section 2, Parts A and B. Note to exclude those parcels that were cultivated by someone else.

Column (4): Plot identification

This question identifies the number of plots in each parcel (refer to the definition of a plot given in the section of this manual that covers the topics related to concepts and definitions).

Only plots with crops, plots with land under fallow and plots under farm buildings, etc. will be included. Both plots with temporary and permanent crops should be recorded and given the relevant codes (permanent and temporary crops are defined above). Note that plot identification number starts from 1 (one) in each parcel.

Most of the crop plots have irregular shapes, and very often with undefined boundaries. Some may be far from the house. By the time of your visit, the temporary crops plots, e.g. beans, maize, groundnuts, the crop will have been harvested already. It is necessary that such plots should be identified and recorded accordingly.

More than one row should be used if a parcel has more than one plot. See the example below.

Columns (5) and (6): Crop name and code

Here we want to know all the crops the household has planted in each plot during the first season. This would include all crops in which household members were engaged in planting in the first season of 2009. **Ask what crops were planted in each plot, not what crops were harvested.** You should probe the respondent about this; otherwise the respondent may omit crops that completely failed. Note that one crop code should be "FALLOW" indicating that no crop was grown on a plot during the specified season.

If more than one or more crops were grown (intercropped) on the same plot in the same season, use one row for each crop i.e. use the subsequent rows to fill in the details on each crop. No limit has been set on the number of crops to be recorded for an intercropped plot. In this case, the main and the constituent crops have to be decided and recorded in order of decreasing coverage percent. The first crop should be the one with the largest cover.

A few examples may help to illustrate. If one of the crops is almost planted as pure stand when the others are simply scattered around the plot, then this crop should be taken as the main crop. However, if a farmer has planted beans and groundnuts at the normal density in a plot of young coffee or banana, then coffee or banana is the main crop. The holder's intention is to have a plot of coffee or banana, though they are still young.

List the name of the crops in each plot in column (4), and then write down the crop code number in column (5). The list of crop codes is given below the table of questions.

Column (7): Cropping system

Definitions of pure and intercropped stands are given in Section 2 of this manual. Obviously, if the crop is in pure stand, there will be only one crop on the plot.

Column (8): Farmer's/Holder's area estimate

The Enumerator should record the holder's estimates of the size of the plots one by one in acres. Often it will be necessary to convert from other units. Note that the total area for all plots on a parcel should ideally add up to the area of the parcel measured in Section 2 of the questionnaire.

Column (9): Percentage of crop coverage on the plot

This question attempts to determine how much of the plot is assigned to each crop – the percentage of the plot devoted to each crop. The area of intercropped plots can be estimated using whatever convenient method is appropriate. In some cases, the intercropped land can be divided according to estimates of the area under each crop. In other cases, this is not possible and an estimate based on seeding rates made. In all cases, the total of the crop areas for the intercropped plot is the same as the area of the plot itself.

Hence, the percentages should normally add up to 100 percent.

EXAMPLE

Suppose the household has one parcel with ownership rights in Section 2, Part A. The size of the parcel is 2 acres. Assume that the parcel has three plots, namely; a maize plot, a plot intercropped with banana food type, cassava and beans, and a fallow plot. Further the sizes of the plots are 0.5, 1, and 0.5 acres, respectively. And, the percentages of the intercropped plot devoted to each crop are 50, 25 and 25 percents, respectively. The information should, therefore, appear in the questionnaire as follows:

P A R C E L I D	P L O T I D	What is the total area of this plot? (in acres)	Cropping system 1=Pure stand 2=Intercropped	Crop Type		What percentage of the plot area was under this crop? (%)
				Crop name	Code See code sheet	
1	2	3	4	5a	5b	6
01	01	0.5	1	MAIZE	170	100
01	02	1	2	BANANA FOOD TYPE	741	50
01	02	1	2	CASSAVA	630	25
01	02	1	2	BEANS	210	25
01	03	0.5	1	FALLOW	930	100

Columns (10) – (12): Type of Seeds used

Here find out about the type of seeds/seedlings used for each crop listed during the specified season. The box below gives further explanations. In column (10), record whether or not seeds for the specified crop were purchased. Record the total amount of money in Uganda Shillings spent on the seeds for each crop; and where the seeds were purchased in columns (11) and (12) respectively. In column (13), ask the respondent to specify the type of seeds that were purchased for each crop, their type if they are improved in column (14) and whether pesticides/herbicides were applied to each crop in column (15) during the first cropping season of 2009.

Local seeds are seeds obtained locally and normally of local varieties. They can be own seeds or obtained e.g., from neighbors. They are the most commonly sown/planted.
Hybrid/improved seeds are mostly sold in shops, e.g., Kawanda composite for maize.

Section 5A: Quantification of Production

Purpose: This section attempts to estimate the total crop production for **the first cropping season of 2009** and how the household used the produce or amount harvested, covering all the parcels and plots operated by the household (whole holding). This is done by crop-by-crop.

Respondent: The same as the previous sections.

Instructions

This section will be filled out during the first visit. You should follow the following practical steps: (i) in the case of permanent crops the harvest period is strictly limited between January to June 2009; and (ii) in the case of temporary crops you should record the total quantity harvested even if the actual harvest took place in the first cropping season as long as the crop was planted during the first cropping season of 2009 and recorded in Section 3A.

Columns (4) and (5): Crop name and crop code

Ask the respondent to list all the crops he/she grew on parcels farmed by the household during the first cropping season of 2009 (on both owned parcels and parcels with use rights). By now, you have already asked what crops he grew on each plot of parcel in section 4A, so check to make sure all the crops are listed here. If he/she remembers now some crops he/she did not mention earlier, add the crop there as

well, on the row for the plots where it was grown. Use the list of crop codes provided for column 5 in Section 4A in column (5) of this section. Once the list is completed, ask the other questions.

Columns (6): Amount Harvested

Fill in the columns as follows.

Column (6a): Record the unit of quantity (measure) used for each crop. Use one unit of measure for each row.

Column (6b & 6c): Record the condition/state and unit code of the crop harvested in these columns respectively. The codes are given in the codebook. Note that if a crop was harvested in more than one conditions and state, then record each condition and state as separate crop using the condition and state code as an identifier.

Column (6d): Here record the conversion factor of the unit of measure reported in column (6d) into kg. You should remind the respondent about the condition and state of the crop. Probe carefully.

Column (7a -7cb): Crop sales

In column (7a) Record the total quantity of crop sold in terms of the unit of measure as specified in column (6a). Again, estimates will often have to be worked in a notebook and filled in the questionnaire. ***It should be noted that the condition/ state at the time of harvest may be different from at the time of sale.*** Hence, record the condition/state at the time of sale in column (7b) and the unit code in (7c) using the appropriate codes provided in the codebook. ***If the crop was not sold, write '0' in quantity of sales and go to column (8).***

Column (8): Value of sales

Record the value of total sales of each crop in Ugandan shillings.

Column (9): Buyer of the largest part

This question establishes to whom the sale(s) was made. If more than one buyer is reported, then record the code of the buyer of the largest part.

Columns (10): Transport expenses

Ask the respondent for the total amount spent on transport of the harvested crop from each plot of each parcel. Be sure to probe for both cash and in-kind payments made. If no expenditure was made on transport, record '0' and ask the next question.

Column (11): Output management

Ask who manages/controls the output from the parcel among members of the household. Record the Person ID from the household roster.

Column (12): Record the total amount of crop given out as gifts, reimbursements for land, labor or oxen among others. In the case of the crop that has just been harvested, include also the amount the household expects to give out even if this amount has not actually been given. Note that the unit of quantity used here is the same as the one in columns 6a and 7a

Column (13): Record the amount of the crop that has already been consumed by members of the household.

Column (14a & 14b): Record the total amount crop used to produce processed food products for sale and for animal feed in columns 14a and 14b respectively. This includes only crops that were processed then sold to others. This is considered a household business. ***Crops that were processed then consumed by household members should not be included here.***

Column (15): Record the amount of crop that is still stored or saved as seed.

Column (16): Here, record the percentage of the crop that has been lost or wasted after the harvest. This may be hard to recall, try to get an estimate in percentages.

Column (17) - (23): Food Security

Food security exists when all people, at all times, have physical and economic access to enough safe and nutritious food to meet their dietary needs and food preferences for an active and healthy lifestyle (World Food Summit 1996). It 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.

The purpose of these questions is to collect information that can be used to assess some aspects of food security in Uganda. In column 17, ask the respondent to indicate the main reason for the percentage of harvested crop that was lost, Inquire about the main method of storage that the household uses for the listed crops in column 18 and whether or not anything is done to protect the stored crop. For the respondents who report that something is done to the stored crop, ask them to state what is done to the crop in column 20. Ask the question in column 21 to establish the main purpose of storing the different harvested crops and record appropriately. The quantity of the specified crop that was harvested in the first cropping season and is still being stored by the time of the survey should be recorded in column 22. In column 23, ask the respondent to indicate how long he/she thinks the crop in stock will last and record the response in months.

Section 3B: Crop Plot Area and Inputs: Second Cropping Season of 2009 – Second Visit

The content of this section is the same as Section 3A, except that this section refers to **the second cropping season of 2009 (July – December 2009)**. The instructions in Section 3A apply here as well. This section is administered in the second visit.

Note that the number of plots within each parcel should not necessarily be the same as that of Section 3A because household may often change their production decisions across time.

Section 4B – 5B: Second Cropping Season of 2009 (July – December 2009)

These sections are exactly the same as that of section 4B – 5B. The same instructions apply in these sections as well. The only difference is the reference period. These sections refer to the second cropping season of 2009 i.e. July – December 2009.

It should be noted that the harvest period for permanent crops is limited between January and June 2005. On the other hand, harvest of annual crops might be extended beyond June 2009 though planted during the second cropping season of 2009. You should thus follow the same logic as in Sections 4A – 5A and hence record the total quantity harvested including those harvested after June 2009.

Section 6: Livestock Ownership

Purpose: This section collects information on livestock, poultry and other related animals owned by the household, on earnings from the sale of such animals, expenditures on purchases, and in general on the dynamics of such animals over the reference period. If the household cares for animals that do not belong to others, record only ownership, sales and purchases of animals the household is entitled to keep, for instance the baby goats or sheep that the household keeps in return for caring the flock. Information will be collected separately for cattle and pack animals (Part A), for small animals (Part B) and for poultry, other birds and beekeeping (Part C).

Reference period: In this section you need to be careful with the reference period. The reference period varies across the different parts. For cattle and pack animals, the reference period will be the past 12 months. For small animals, the reference period will be the past 6 months. For poultry and other related animals, the reference period will be the past 3 months.

For the data on current inventory of livestock in all the three parts, the date of enumeration is the reference period.

Respondent: The respondent for this section is the person in the household who is most knowledgeable about the livestock activities of the household.

Definitions

Cattle Breeds:

1. Exotic refers to livestock introduced in the country from abroad, e.g., Holstein Friesian, Jersey and Guernsey.
2. Improved/cross refers to livestock, which are crosses of exotic and indigenous breed.
3. Indigenous refers to livestock of the local types, e.g., the Ankole long-horned cattle or Zebu or Nganda type of cattle.

The types of cattle to be recorded are:

1. Calf which is a male or female cattle from birth to the time of weaning.

2. Bull refers to normally an uncastrated male of cattle capable of serving and is used for multiplication purposes. For the purpose of study, steer – castrated bull before sexual maturity which is normally used for commercial beef production – is included here.
3. Ox is a male of cattle which has been castrated and are normally used for ploughing purposes.
4. Heifer refers to a female of cattle between weaning stage and first calving stage.
5. Cow refers to a mature female of cattle with at least on calf either in milk or not in milk on the date of enumeration.

Poultry:

1. Backyard refers to a system of poultry keeping where birds look after themselves (free range). In rural areas those birds may not even be provided with buildings, but the owner shares his/her house with them. This contrasts with exotic birds that are normally kept in their own structures.
2. Parent stock for broilers both male and female birds kept purely for laying hatching eggs.
3. Parent stock for layers both male and female birds kept purely for laying hatching eggs.
4. Layers are female laying birds, normally kept to produce table eggs.
5. Pullet chicks are young female birds which are reared purposively for laying.
6. Growers are of two categories:
 - a) Broilers which are meat birds from 4 weeks to point of sale. They are usually white in color.
 - b) Layers from 8 weeks to the point of laying
7. Broilers are meat birds especially to produce chicken meat.
8. Turkeys are domestic birds much bigger than all the above types. They can attain 10 kg of bodyweight.
9. Ducks are water birds normally domesticated for meat or egg consumption.
10. Geese and other birds. Goose is a water bird slightly bigger than a duck.

Instructions

Part A: Cattle and Pack Animals

This part collects information with respect to cattle and pack animals. The reference period for this part is the past 12 months.

Question 1: Ask whether the household (any member of the household) owned cattle and pack animals at any point in time during the past 12 months. This question is significant for helping the interviewer to distinguish whether information should be collected in the next questions. If the household did not own any cattle and/or pack animals over the past 12 months, skip to Part B.

Columns (2) – (16): ask about cattle and pack animals owned and their dynamics over the past 12 months.

Columns (2) and (3): List of animals and code

A list of cattle and pack animals distinguished by breed, type and levels of maturity is provided in column (2) with their respective codes in column (3).

Column (4): Raised or owned cattle and pack animals

Ask whether the household raised or owned any of the cattle and pack animals listed in column (2) during the past 12 months. If the household owns/owned (code '1') the animals concerned during the past 12 months, ask the rest of the questions. If the answer is 'no' – code '2' – skip to the next animal on the list.

Column (5): Number owned now (present at farm or away)

For each kind of cattle and pack animals, record the number currently (on the day of enumeration) owned at farm and/or away. **Note that the reference period is the date of enumeration. Note also the skip pattern.**

Column (6): Average sales price of one of the animals

Here ask for the average sales value at the prevailing current market price, if the household was to sell one of the [animals] in question today.

Column (7): Number owned exactly 12 months ago

For each kind of animal determine how many the household owned at farm and/or away exactly 12 months ago.

Column (8): Number born/graduated

Record the number of cattle or pack animals newly born or graduated to, say, from calves to either heifer or bull in the last 12 months.

Column (9): Number received as gift

Record the number of cattle or pack animals given by others in the last 12 months.

Column (10): Number died or lost

Record the number of cattle or pack animals decrease due to death or loss in the last 12 months.

Column (11): Number given away as gift

Record the number of cattle or pack animals given to others in the last 12 months.

Columns (12) and (13): Number and value of purchased

Record how many animals of each type were bought during the last 12 months in column (12) and then record the total purchase value of all bought in column (13). ***Livestock bought refer to those animals bought for raising and not those intended for the preparation of meals.***

Columns (14) and (15): Number and value of sold

Record how many animals were sold during the last 12 months in column (14) and then record the total sales value of all sold.

Column (16): Number slaughtered

Include number of animals slaughtered from own stock during the last 12 months. Exclude those animals bought from the market and then slaughtered for preparation of meals or for the purpose of sales of meat.

Column (17): Ownership of livestock

In this column as the respondent reveal up to two household members who control/own the livestock.

Columns (18) – (20): Vaccination of Animals

In column 18, ask the respondent whether the animals were vaccinated in the last 12 months. Questions in columns 19 and 20 apply to respondents who indicated that the animals were vaccinated. Record where the vaccination was administered in column 19 and the diseases against which they were vaccinated in column 20.

Part B: Small Animals: goats, sheep and pigs

This part collects information regarding small animals such as goats, sheep and pigs owned by the household. The animals are subdivided into the different breeds and between females and males. The reference period for this part is the past 6 months.

Instructions

The instructions in Part A apply in this part as well. The only difference is the reference period as stated above. ***The reference period for this part is the last 6 months.***

Part C: Poultry, Other birds and Beekeeping

Poultry refer to domesticated birds, e.g., hens, ducks, geese or turkeys. It also includes the rearing of birds for meat and/or egg purposes. Information regarding rabbits and beekeeping will also be collected in this part. If one or more of these domestic birds, rabbits or beehives are owned by the household; then ask for the details in this part. The reference period for this part is the past 3 months.

Instructions

The instructions in Part A apply here as well. The only difference is the reference period as stated above. The reference period for this part is the last 3 months.

Section 7: Livestock Expenditure and Income

Purpose: The purpose of this section is to estimate cash earnings from livestock products i.e. the difference between the revenues a household earns from selling animal by-products and the expenditures necessary to raise the animals.

Do not include income from the sale of animal products produced from purchased animal products here. For example, include revenues from the sale of butter/cheese made from milk produced by animals owned by the household, but exclude revenues from the sale of butter/cheese produced from milk bought in the market. The resale of animal products should not be included in this section as well.

Part A: Expenditures related to Livestock

This part refers to expenditures related to feeding and tending animals during the past 12 months.

Hired labor for herding: Included the wages given to a person hired to herd or graze the animals.

Livestock/poultry feed: it refers to purchased food and fodder to feed livestock, poultry and other related animals.

Veterinary services/medicine: Include all expenses incurred in healing diseases and other treatment of animals i.e. veterinarian's fees, medicine, etc.

Other expenses: Include expenses other than those listed above, such as construction or repair of animal sheds and stables, animal gear and equipment, etc.

Instructions

A list of livestock expenditures and their respective codes are provided in columns (1) and (2). The question in column (3) should be asked regarding all types of livestock expenditures over the last 12 months. In column (4), record all expenditures incurred for the different categories. The value of in-kind payments should be included.

Section 8: Livestock Products

This part collects information on the production and sales of livestock by-products. The reference period is the last 12 months unless it is specified. The reference period for eggs and honey production and sales is the last 3 months, while the reference period for fish farming is the last 6 months.

Question 1: This is a filter question which helps you identify whether the household's livestock produced any by-products in the last 12 months. If 'Yes', proceed with the questions in the table else, skip to section 9.

In columns (1) and (2), a list of animal by-products and their codes are provided respectively.

Columns (3) – (5) refer to the production of animal products. The respondent might have difficulties to state for example the total annual production. Hence, sometimes you will have to ask about monthly production and then calculate, say, the total annual production. In column 3 record the number of months in which the by-product was produced in the last 12 months. The quantity and unit of production should be recorded in columns 4 and 5 respectively.

Columns (6) – (8) refer to revenues from the sale of livestock products. **Note the difference in reference period of the categories listed in column (1).** Do not include sales of live animals in this part. Note that sales of live animals are different from that of sales of meat or sales of hides/skin. Record the quantity and total value of the sales during production in columns 6 and 7. In column 8, record the quantity of the household's average consumption from its own production for each of the by-products per month.

Questions (9) and (10): Column 9 refers to whom in the household manages/owns/controls the revenue from the sale of a specified by-product. Record the Person ID from the roster. Column 10 requires you to ask the respondent about where/to whom the by-products are mainly sold.

Questions 11 and 12: refer to revenues from hiring out of animals such as oxen/donkeys/mule for traction or other activities during the past 12 months and the total value of cash and in-kind payments that the household received.

Section 9: Fishing

Purpose: This section collects information on fishing activities conducted by the household.

Respondent: The respondent to this section is the head of the household.

Question 1: Ask this question to establish whether any member of household engaged in any fishing practice in the past 12 months. Be sure to observe the skip if the response is 'No'

Question 2 – 5: These questions seek to establish the type fishing practice used and quantity of fish caught. Question 2 is a multiple response type of question which requires you to record all the type of fishing practiced by the household in the past 12 months. Record the number of months the household engaged in fishing in question 3 and how many days on average during those months the household fished in question 4. The average daily catch of fish during the months referred to in question 3 should be recorded in question 5 as Kg/day.

Question 6: Utilization of daily catch

In this question, specify the proportions of the daily catch used for eating (consumed by the household), sold and given out for free. Ensure that the proportions given for the three purposes add up to 100 percent.

Question 7: If the proportion of fish sold (question 6-row 2-column 3) is not zero percent, ask the respondent to rank the order of the forms in which the fish are sold starting with one for the main form and so on. If the household does not sell the fish in a specified form, record 0. Make sure that none of the forms is left blank.

Question 8-9: Record how much of the daily catch was sold in kg per day on average in question 8 while the amount received per day from the sale of fresh fish by the household members should be recorded in Uganda shillings.

Question 10: Ownership of fishing equipment

Column 2 of this question consists of a list of items mainly used for fishing. In column 3, ask about whether or not the household owns any or part of the listed fishing equipment in the last 12 months. Record the quantity/number of each of the fishing equipment in column 4; while the amount of money that one would get if he/she sold the fishing equipment should be recorded in column 5. Here, we are interested in the amount/share that the respondent would actually get from the sale.

Question 11: Fishing Operational Cost

The purpose of this question is to establish the expenses that the household incurs on the fishing activity. In column 3, ask the respondent about how much the household spent on each of the items listed in column 2. Record the amount mentioned in Uganda shillings.

Section 10: Extension Services

Purpose: This section collects information on agricultural technology and extension services. It covers: Access to Extension Services and Access to and Demand for Agricultural Technology;

Respondent: The respondent to this section is the head of the household.

Instructions

Extension workers: are individuals employed by the government or non-governmental organizations who work as agricultural development agents for contacting and demonstrating improved farming methods to farmers. They are responsible for organizing, disseminating, guiding and introducing technical methods in agricultural production directly to farmers, and for facilitating farmers coming into contact with cultivation methods to promote agricultural production.

Column 3: Ask whether anyone in the household has received advice/information from/about agricultural/livestock activities from the sources listed in column 2 during the past 12 months. It should be only work related visit – visit associated with the responsibilities of extension workers described above. If the answer to this question is 'no', skip to the next source.

Column 4a-4d: Record the person IDs of up to four household members who received /benefited from the information received.

Column 5a-5g: In each of these columns establish what the advice was about. And record appropriately.

Question 6a-6b: Ask whether the household has been visited by an extension worker during the past 12 months. It should be only work related visit – visit associated with the responsibilities of extension workers described above. Further, ask the respondent for the number of times each of the sources visited the household's plots. Record the number of solicited visits in column 6a and unsolicited visits in column 6b.

Column 7-10: Record the number of visits anyone in the household made to the listed source for technical advice during the past 12 months in column 7. If the household visited a particular source more than once in the last 12 months, add the total number of visits made. The question in column 8 seeks to establish whether the household member(s) paid anything in order to receive any type of advice from the listed source. Record the amount of money paid to the different sources and how the respondent rates the advice received from the sources in columns 9 and 10 respectively.

Columns 11- 16: Ask whether any member of the household is informed of training programs organized by National Agricultural Advisory Services (NAADS) in column 11 and whether any household member has participated in a training program organized by NAADS in column 12. Further more, ask the respondent about whether any household member is informed of farmers' groups established under the farmer Institutional Development scheme of NAADS in column 13. If the response in column 13 is 'No' skip to column 15 else; establish whether any household member is a member of such a farmers' group in column 14. In column 15, ask the respondent to indicate whether any household member is informed of NAADS initiatives to prioritize enterprises to demand for advisory services and whether any household member has participated in such initiatives in the past 12 months in column 16.

INSTRUCTIONS TO FILL THE COMMUNITY SURVEY QUESTIONNAIRE

Objective

The community survey aims at collecting information relating to communities residing in the sampled EAs. The information will be combined with information of other modules of the UNPS to ensure more in-depth analysis.

In an EA with one LC1, the community survey will be done in that LC1. In EAs with more than one LC1, the community survey will be carried out only in one LC1, selected on the basis of simple random sampling. Hence, all the questions with respect to the community refer to the administrative unit (LC1). The community survey is to be done using key formants in the subject in which information is required. Community members and heads of selected facilities shall complete the questionnaire

SECTION 1A: COMMUNITY IDENTIFICATION PARTICULARS

Items 1 to 5 should be copied from the relevant household-listing questionnaire. After selecting one LC1 on the basis of simple random sampling from the EA, record the name and Complete the response status sector with the titles of the officer's answering the sectors and the status of the sections completed. E.g. 1 when the whole section is completed and 2 for partially completed.

SECTION 1B: COMMUNITY PARTICULARS

Against item 1, record the total number of households in the LC1. The information should be got from the listing questionnaire. Item 2 in section 1B asks for the GPS coordinates of the center of the LC1. These coordinates will be read as instructed in the section on taking GPS readings in the listing questionnaire. In item 3, distances to district town, nearest municipality, and Kampala are to be recorded as reported by the respondents. If necessary, the distances should be verified from the district offices.

SECTION 1B: STAFF DETAILS AND SURVEY TIME

This section should be completed as instructed for the socio-economic questionnaire.

SECTION 1C

In this section, general information on the social infrastructure nearest to the community will be collected from the community leaders of the LC1. The social facilities include schools, banks, markets, agricultural and fisheries services, police and army facilities as well as categories of health facilities.

We seek to find out the availability of these services, information is to be collected for the current period and 2005 distance in kilometers, and common mode of transport. Time to the infrastructure in minutes will be recorded as well as the rating of the service offered.

Trunk roads are main roads maintained by the central government and they are normally connecting a district to the other. They can either be tarmac or murrum roads and they are six meters and above in width.

Feeder roads are major roads joining trunk roads and are maintained by district authorities (local governments).

Agricultural Extension services provide assistance to farmers to help them identify and analyse their production problems and become aware of the opportunities for improvement. The same definition applies to fisheries extension services

The rest of the section is generally self-explanatory.

SECTION 1C

1.1: CLIENT SATISFACTION WITH SERVICES

This section relates to information on the satisfaction of the community with the health facilities described in the section above.

SECTION 2: EDUCATION

Information for this section must be provided by a knowledgeable school official preferably the headmaster or some one nominated by him/her.

In this section, information is to be collected on both the most popular and the nearest primary schools. This school may not necessarily be in the LC1.

For items 2.0, 2.1, 2.2 and 2.3 record the time of visit (school visit should be done during school hours), name of the school, name of the respondent and his/her responsibility/function

Complete the status of school management in item 2.4 and in 2.5 you shall record whether your period of visit is during a schooling day or not.

You shall ask to have a tour around the school during which you shall introduce yourself to each teacher who is busy teaching and complete 2.6 with his/her name, sex and grade they are teaching.

Item 2.7 relates to the number to students enrolled in the school in 2008 as well as 2009. You shall record the number enrolled for girls and boys for the respective years separately.

For item 2.8, you are required to complete information on the availability of the facilities at the school. Record in item 2.8 (2) if the facilities described are available in the school.

A laboratory is a room or place with appropriate equipment for teaching science or doing scientific work. A workshop is a place where manual work is done, especially manufacturing or repairing. The rest of the facilities are self-explanatory.

In item 2.8(3) you shall recode the type of buildings in the school. Permanent structures are building that will last forever or for a very long time, especially without undergoing significant change and temporary structures are buildings designed to last for a limited time.

Items 2.9 to 2.13 relate to the toilet facilities at the school. The questions are self-explanatory.

A physically impaired person is one with something physical absent or lessened, either temporarily or permanently

First aid facilities, water facilities and provision of meals are discussed in 2.14 to 2.17

Complete the remaining items on services provided at the school, school activities and monitoring of the school, school staffing and problems faced by the school.

SECTION 3: HEALTH SERVICES

In this section, information is to be collected on the most commonly used public and private health facilities. The section is to be answered by an authorized and knowledgeable health official at the facility preferably the head of the facility.

The health facility will be a place that in addition to selling medicines has qualified doctors/nurses/medical attendants for treating patients including dressing and emergency attention facilities.

Individual doctors etc. for consultation only with very limited supply of medicines will be excluded. Doctors with moderate treatment and medical attention facilities will, however, have to be included.

SECTION 4: COMMUNITY HEALTH, WATER AND SANITATION

This section is to be answered by community development assistants and health assistants at the community level

Items 4.1 to 4.6 relate water facility in the community. Items 4.7 and 4.8 are concerned with condition of latrines/ toilet facilities and in item 4.9 you shall carry out a water test for the water source used by most households.

SECTION 5: WORKS AND TRANSPORT

This section is to be completed by the sub-country chief.

Item 5.1 relates to availability of roads/bridges/culverts and their condition/state.

As described in section 1.0, trunk roads are main roads maintained by the central government and they are normally connecting a district to the other. They can either be tarmac or murrum roads and they are six meters and above in width.

Feeder roads are major roads joining trunk roads and are maintained by district authorities (local governments). Community road are roads within the locality

Items 5.2 to 5.4 will require you to find out information on construction and maintenance of the infrastructure of the roads/bridges/culverts as well their condition/state, funding for their maintenance and constraints faced in the maintenance and repairs of roads.

You shall then take the GPS reading.

ANNEX 1

Area Measurement using GPS Equipment

After the parcel identification, all parcels owned and/or operated by the selected households located with in the EA, and crop plot area for the current (first) cropping season of 2005 within these parcels should be measured using a GPS device. In the UNHS, GARMIN 12 hand-held Global Positioning System (GPS) equipment will be used. The GPS equipment is in principle a high precision digital watch combined with a signal receiver. The Supervisor will be responsible for ensuring availability of fully charged batteries. The GPS equipment should be handled with great care and stored in a safe place when not in use.

The area to be measured is found by walking clockwise the perimeter (outline) of each parcel with the GPS equipment active. **By marking the starting point, the perimeter should be walked at a reasonable slow speed, making 10 seconds stop-over's at every point where the plot outline changes direction, in order to delineate accurately the whole area of the plot. The 10 seconds lapse can be monitored by the change of one unit on the GPS digital counter, where each track point count is equivalent to 10 seconds. Back at the starting point, a time of 10 seconds should be spent before quickly using the pad keys to move to calculate (CALC?) area.** The area of each parcel is then calculated directly in acres by the GPS equipment the way it is set up for the UNHS. Obviously, very small plots (i.e., < 0.01 acres) should be ignored since they will not be properly catered for by two decimal places. **Exclude residential land i.e. land area for housing building and its secondary parts such as kitchen, toilet and other related structures.**

The GPS equipment makes it possible to find the geographical position on the earth surface by longitude and latitude. The position is found by continuously measuring the time that a signal uses to reach from satellites in the sky to the signal received by the GPS device on the earth surface. Clear signals from at least four satellites are necessary to calculate the geographical position with reasonable accuracy. The better the sight to the sky the GPS device has, the clearer and more signals are received. Shadows of trees, buildings etc should be avoided while using the GPS equipment in the field.

Step by step instruction for use of GPS equipment for measuring area:

This is a detailed instruction on how to set up the GPS GARMIN 12 (or 12XL) device.

Background for set-up

The GPS tool measurement accuracy is sensitive to the set up of the instrument and possibly to battery status. The batteries to be used should be either Duracell or Energizer AA batteries. Batteries should be changed when they reach 75% used – see the black bar indicator on the GPS display.

During the survey, the GPS is used for two purposes:

1. For registration geographical coordinates (position) of dwellings, parcel, etc.
2. For calculation of parcel areas

It is important to be aware that the geographical position should be recorded as decimal degree in the forms. It will look as follows on the GPS display:

N 00.00000°
E 000.00000°

The GPS geo-referencing system must be set up correctly to decimal degrees and datum WGS84

The area calculation should be recorded as acres with 2 decimals. The GPS should be set up so that areas are calculated in acres.

The GPS measuring unit must be correctly set up to acres in order to get area correct.

When using the GPS, the tool records and stores the geographical position at a specific interval of times based on signals from satellites that are received continuously as long as the device is switched on and has free sight to the sky.

The time interval that the GPS should use between each observation of position is recorded in the GPS memory should be correctly set up to 00.00.10 seconds

Set-up instruction – step by step

1. Turn on the GPS by pushing the “red bulb” button on the GPS tool
2. Press the “page” button repeatedly until the screen with the “MAIN MENUE” is visible
3. Press the “down arrow” repeatedly until the black cursor marks the “SETUP MENUE” line.
4. Press enter on the “SETUP MENUE” line and the screen with the “SETUP MENUE” appears
5. Press “down arrow” repeatedly until the black cursor marks the “SYSTEM” line.
6. Press enter on the system line and you get the “SYSTEM SETUP” page. If the GPS is correctly set up you should find the following text:

Mode: Power save

Date: (actual day, month and year)

Time: (actual time)

Offset: +03:00

Hours: 12

Contrast: (a black horizontal bar filling approximately 1/3-1/2 of the screen width.

Light: 15 sec

Tone: NONE (to save battery as much as possible)

If one or more items are not set up like above, use the “down arrow” repeatedly until it marks the un-correct line. Then press “enter”. Then use the “right-left-up-down” arrow to select the correct value. When the correct value is visible, press “enter” and use the “down arrow” to go to next un-correct setup value.

7. When all values on the “SYSTEM SETUP” screen are correct, press “quit” and return to the “SETUP MENUE” page.

8. Press the “down arrow” repeatedly until the black cursor marks the “NAVIGATION”. Then press “enter” and get the “NAV SETUP” page. If the GPS is correctly set up you should find the following text:

POSITION FRMT: hddd.ddddd°

MAP DATUM: WGS 84

CDI: +-0.25

UNITS: METRIC

HEADINGS: GRID E000°

DEGEES

If one or more items are not set up like above, use the “down arrow” repeatedly until it marks the un-correct line. Then press “enter”. Then use the “right-left-up-down” arrow to select the correct value. When the correct value is visible, press “enter” and use the “down arrow” to go to next un-correct setup value and repeat the correction exercise.

9. When all values on the “NAV SETUP” screen are correct, press “quit” and return to the “SETUP MENUE” page.
10. From the “SETUP MENUE” pres “quit” and return to “MAIN MENUE”.
11. On the “MAIN MENUE” press “page” repeatedly until you reach the blank page with the heading “km – PAN – OPT”.
12. On the “blank page” press the “left-right arrow” until the black marker is on the “km” field. If the reading in this field is not “0.3 km” then press “enter” and press the “up-down arrow” repeatedly until the reading is “0.3 KM” then press “enter”.
13. Press “right-left arrow” until the black marker covers the “OPT” field and then press “enter”.
14. Press “up-down arrow” until the black marker covers the “MAP SETUP” line. On the “MAP SETUP” line press “enter” and get the “MAP SETUP” menu.
15. The “MAP SETUP” menu should have the following line settings:

MAP: Track up

RINGS: No

ROUTE: Yes

NEAREST: Yes

Names: Yes

TRACK LOG: Yes

If any of the lines is not setup as described above, press the “up-down arrow” until the false setup line is covered by the black cursor and press “enter”. There after press the “up-down arrow” to get the right value/text and finally press “enter”

16. Press “quit” and return to the “blank” page (where maps will be drawn later).
17. Again press “enter” on the “OPT” field and thereafter press the “up-down arrow” until the black cursor covers the “TRACK SETUP” line and then press “enter”. That gives you the “TRACK SETUP” menu.
18. The “TRACK SETUP” menu should have the following settings:

RECORD: Wrap (or Fill)
METHOD:
TIME INTERVAL: 00:00:10
MEM USED < accept whatever is written on this line>
CALC AREA?
CLEAR LOG?

If “Record”, “Method” or “Time interval” is not set up as described above, press the “up-down arrow” until the black cursor covers the false line, press “enter”, press the “up-down-right-left arrow” to see the correct value/text and finally press “enter”

19. On the “TRACK SETUP” menu press the “up-down arrow” until the “CALC AREA?” line is covered by the black cursor. Then press “enter”
20. In the “AREA ENCLOSED BY TRACK LOG” menu press the “up-down arrow” until the black cursor covers the “UNITS: ...” line. Then press “enter”
21. Press the “up-down arrow” until the unit “ACRES” is visible, then press “enter” (be very sure that it is only area measured as ACRES i.e. acres that you accept).
22. When the “TRACK SETUP” menu is correctly setup, press “quit” twice and finally press the “red bulb” button and hold it pressed until the GPS shuts down.
23. Now the GPS should be correctly setup and practical use can start.

Under practice/use of the GPS keep an eye on the different displays and see to that you do not accidentally change the setup.

Instructions for practical use of the GPS for taking the coordinates of the parcel representation point

1. Go to the geographical center of the parcel (it serves as a representation point of the holding).
2. Ensure that there is enough free sight to the sky for the GPS
3. Turn on the GPS by pressing the “red bulb” button
4. Press “page” until the screen where the black columns with indication on how many satellites that are received is visible and wait until at least 5 black columns are visible.
5. Press “page” repeatedly until the screen with “POSITION” is visible

Take note on the (N) North and (E) East coordinates. If the GPS is correctly setup, the co-ordinates should appear on the screen as decimal degrees with the following format:

N 00.00000°
E 000.00000°

If you are not able to solve the problems with the GPS, do not hesitate to contact your District Supervisor or the UBOS Project Staff.

ANNEX 2: 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 3: 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 4: 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 5: 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
- 523 Fashion and Other Models

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

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
- 251 Manufacture of rubber products
- 252 Manufacture of plastic products
- 261 Manufacturer of glass and glass products
- 269 Manufacture of non-metallic mineral products not elsewhere classified.
- 271 Manufacture of basic iron and steel
- 272 Manufacture of basic precious and non-ferrous metals
- 273 Casting of metals
- 281 Manufacture of structural metal products, tanks, reservoirs and steam generators
- 289 Manufacture of other fabricated metal products; metal working service Activities
- 291 Manufacture of general purpose machinery

- 292 Manufacture of special purpose machinery
- 293 Manufacture of domestic appliances not elsewhere classified.
- 300 Manufacture of office, accounting and computing machinery
- 311 Manufacture of electric motors, generators, and transformers
- 312 Manufacture of electricity distribution and control apparatus
- 313 Manufacture of insulated wire and cable
- 314 Manufacture of accumulators, primary cells and primary batteries
- 315 Manufacture of electric lamps and lighting equipment
- 319 Manufacture of other electrical equipment not elsewhere classified.
- 321 Manufacture of electronic valves and tubes and other electronic components
- 322 Manufacture of television and radio transmitters and apparatus for line telephony and line telegraphy
- 323 Manufacture of television and radio receivers, sound or video recording or reproducing apparatus, and associated goods
- 331 Manufacture of medical appliances and instruments and appliances for measuring, checking, testing, navigating and other purposes, except optical instruments
- 332 Manufacture of optical instruments and photographic equipment
- 333 Manufacture of watches and clocks
- 341 Manufacture of motor vehicles
- 342 Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and Semi-trailers
- 343 Manufacture of parts and accessories for motor vehicles and their engines
- 351 Building and repairing of ships and boats
- 352 Manufacture of railway and tramway locomotives and rolling stock
- 353 Manufacture of aircraft and spacecraft
- 359 Manufacture of transport equipment not elsewhere classified.
- 361 Manufacture of furniture
- 369 Manufacturing not elsewhere classified

- 371 Recycling of metal waste and scrap
- 372 Recycling of non-metal waste and scrap

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 installation
- 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 refuse 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 CODES

CENTRAL REGION			NORTHERN REGION		
REGION CODE	DISTRICT	DISTRICT CODE	REGION CODE	DISTRICT	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
	SEMBABULE	111		NAKAPIRIPIRIT	311
	KAYUNGA	112		PADER	312
	WAKISO	113		YUMBE	313
EASTERN REGION			WESTERN REGION		
REGION CODE	DISTRICT	DISTRICT CODE	REGION CODE	DISTRICT	DISTRICT CODE
2			4		
	BUGIRI	201		BUNDUBUGYO	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		NTUGAMO	411
	TORORO	212		RUKUNGIRI	412
	KABERAMAIDO	213		KAMWENGE	413
	MAYUGE	214		KANUNGU	414
	SIRONKO	215		KYENJOJO	415

Outside Uganda

501

ANNEX 9: CROP CODES

Ser. no.	Crop name	Crop code	Ser. no.	Crop name	Crop code
1	Wheat	111	31	Oranges	700
2	Barely	112	32	Paw paw	710
3	Rice	120	33	Pineapples	720
4	Maize	130	34	Banana food	741
5	Finger millet	141	35	Banana beer	742
6	Sorghum	150	36	Banana sweet	744
7	Beans	210	37	Mango	750
8	Field peas	221	38	Jackfruit	760
9	Cow peas	222	39	Avocado	770
10	Pigeon peas	223	40	Passion fruit	780
11	Chick peas	224	41	Coffee all	810
12	Groundnuts	310	42	Cocoa	820
13	Soya beans	320	43	Tea	830
14	Sunflower	330	44	Ginger	840
15	Simsim	340	45	Curry	850
16	Cabbage	410	46	Oil palm	860
17	Tomatoes	420	47	Vanilla	870
18	Carrots	430	48	Black wattle	880
19	Onions	440	49	Other	890
20	Pumpkins	450	50	Natural pastures	910
21	Dodo	460	51	Improved pastures	920
22	Eggplants	470	52	Fallow	930
23	Sugarcane	510	53	Bush	940
24	Cotton	520	54	Natural forest trees	950
25	Tobacco	530	55	Plantation trees	960
26	Irish potatoes	610	56	Bamboo	970
27	Sweet potatoes	620	57	Other forest trees	990
28	Cassava	630			
29	Yam	640			
30	Coco yam	650			

ANNEX 10

Crop Condition and State

When yield estimation is made, the **Condition** of the crop has to be given, i.e., whether **wet** or **dry**. Obviously, there is a complication as there are bound to be various stages of wetness or dryness. The **State** of the crop is also required. This indicates whether the crop is **in shell, without shell, with stalk, without stalk, or in the cob/head**. Thus, there are a number of combinations and in all these situations; conversion factors to some standard condition and state are needed for each crop. Thus, identification is needed of the most common conditions and states of each crop. These seem to vary by district.

A total of five (5) **Condition** classes and seven (7) **State** classes can be combined, including 0=Not applicable and 9= Other. To better guide the Enumerator on this classification, the relevant codes for the most common and probably most difficult crops to classify are listed by crop type in Table 2. Special attention should be paid to classification of Maize in table 2. What is considered the most common **Condition** and **State** codes for each crop in Table 2 is marked with an asterix.

Table 1: Summary of the logic structure of the system for coding of crop condition and state

Crop Condition		Crop State	
Code	Description	Code	Description
0	Not applicable	0	Not applicable
1	Green harvested (before full maturity/ripe)	1	With shell/cob and with stalk/in the head
2	Fresh/raw harvested (full maturity/ripe)	2	With shell/cob and without stalk/in the head
3	Dry at harvest (Before additional drying)	3	Without shell/without stalk/in the head/on the cob
4	Dry after additional drying (Ready for long term storage)	4	In pods or shell/husks
9	Other n.e.s	5	Without shell or pods/grains/seeds
		9	Other n.e.s

Table 2. Classification of crop condition/state for selected commonly grown crops

Crop type		Condition and state	
Code	Name	Description	Code
111	Wheat	Dry – grain	45
120	Rice	Dry at harvest - with shell	32
		Dry after additional drying – with shell	42
		Dry after additional drying – grain	45
130	Maize	Green harvested – with shell/cob and with stalk	11
		Green harvested – with shell/cob without stalk	12
		Green harvested – in the cob	13
		Fresh/raw harvested – with shell/cob and with stalk	21
		Fresh/raw harvested – with shell/cob without stalk	22
		Fresh/raw harvested – in the cob	23
		Dry at harvest – with shell/cob and with stalk	31
		Dry at harvest – with shell/cob without stalk	32
		Dry at harvest – in the cob	33
		Dry after additional drying – in the cob	43
		Dry after additional drying - grain	45
141/150	F. Millet/Sorghum	Fresh/raw harvested – with shell/cob and with stalk	21
		Fresh/raw harvested – with shell/cob without stalk	22
		Dry at harvest – with shell/cob and with stalk	31
		Dry at harvest – with shell/cob without stalk	32
		Dry after additional drying – with shell and	41

		with stalk	
		Dry after additional drying – with shell and without stalk	42
		Dry after additional drying - grain	45
210/320	Beans/Soya beans	Green harvested – in the pods	14
		Fresh/raw harvested – in pods	24
		Dry at harvest – grain	35
		Dry after additional drying - grain	45
221/222/223/224	Field peas/Cow peas/Pigeon peas/Chick peas	Green harvested – in the pods	14
		Fresh/raw harvested – in pods	24
		Dry after additional drying - grain	45
310	Groundnuts	Fresh/raw harvested – with shell/cob without stalk	22
		Dry at harvest – with shell/cob without stalk	32
		Dry after additional drying – with shell and without stalk	42
		Dry after additional drying - grain	45
330/340	Sunflower/Sim-sim	Dry at harvest – grain	35
		Dry after additional drying – grain	45
410/420/430/440/450/460/470/610/620/640/740/741/742/All fruits	Cabbages/Tomatoes/Carrots/Onions/Pumpkins/Dodo/Eggplants Irish potatoes/ Sweet potatoes/Yams/Bananas/All Fruits	Fresh/raw harvested – state not applicable	20
630	Cassava	Fresh/raw harvested – state not applicable	20
		Dry after additional drying – state not applicable	40
520/530	Cotton/Tobacco	Dry after additional drying – state not applicable	40
810	Coffee	Fresh/raw harvested – in pods	24
		Dry after additional drying – In pods or shell/husks	44
		Dry after additional drying – grain	45
820	Cocoa	Fresh/raw harvested – in pods or shell/husks	24
		Dry after additional drying – grain	45
830	Tea	Fresh/raw harvested – state not applicable	20