



**UGANDA BUREAU OF STATISTICS**



**THE REPUBLIC OF  
UGANDA**

# **UGANDA NATIONAL HOUSEHOLD SURVEY 2009/2010**

## **Manual of Instructions**

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## CHAPTER ONE

### PART 1: INSTRUCTIONS TO FILL THE SOCIO-ECONOMIC SURVEY QUESTIONNAIRE

#### BACKGROUND

The Uganda National Household Survey (UNHS IV) is the next in a series of national sample surveys designed to provide information on the general economy in Uganda. The UNHS will involve randomly selecting and interviewing households all over the country. These respondents will be asked questions about their household characteristics, survival status of parents and migration of household members, education, health, household consumption expenditure and income and other topics which will be helpful to policymakers.

You are being trained as an Interviewer for the UNHS. After the training course, which will take about two weeks to complete, selected Interviewers will be working in teams, going to different parts of the country to interview sampled households in their homes. This is called fieldwork.

Depending on the areas assigned to your team and on how well you perform the tasks given to you, you may be working on the UNHS for a period of about 12 months. However, we have recruited more Interviewers to participate in the training course than are needed to do the work and at the end of the course, we will be selecting the best qualified among you to work as Interviewers. Those not selected *may* be retained as alternate Interviewers, field office editors or data entry staff.

During the training course, you will be listening to lectures about how to fill in the questionnaires correctly. You will also be conducting practice interviews with other trainees and with households around Kampala. You will be given several tests, and the questionnaires that you complete will be edited to check for completeness and accuracy.

You should study this manual and learn its contents since this will reduce the amount of time needed for training and will improve your chances of being selected as an Interviewer.

#### JUSTIFICATION FOR UNHS 2009/10

Household surveys have provided valuable information for the PEAP and other development frameworks in Uganda. Monitoring the performance of the plan and outcome of these interventions is critical to the whole evaluation of the progress made and challenges that require remedies.

Over the years, household surveys have mainly aimed at addressing data gaps and demands that characterized the pre UBOS era. To a large extent, these have been addressed through the provision of baseline information on a number of indicators. However, there are still data gaps in the agriculture sector which is a key component of the country's economy and a key determinant of the performance of our economy. Reliable data has eluded this important sector of the economy and current efforts to provide up to date baseline data have not yielded any success. Given the need for statistics on employment/unemployment, an informal sector and labour force module alongside the normal socioeconomic module is going to be conducted for this household survey.

It should also be noted that with the exception of a few indicators, previous household surveys have provided baseline information without regular monitoring of the same indicators over time. Important government programmes need to be monitored regularly to guide policy makers and other users of the information. This calls for an inclusion of some indicators that have baseline data so that trends could be built to guide/inform future decisions.

#### SURVEY OBJECTIVES

The main objective of the survey is to collect high quality and timely data on socio, demographic and economic characteristics of household population for monitoring economic performance of the country. Specifically, the survey aims;

- (a) To provide information on the selected economic characteristics of the population including their economic activity status among others,
- (b) To plan, design and conduct a country-wide informal Sector Survey to feed into the development of the National Employment Policy

- (c) To meet special data needs of Key data users namely Ministries, Departments and Agencies other collaborating Institutions like Economic Policy Research Centre, together with donors and the NGO community so as to monitor the progress of their activities and interventions.
- (e) To generate and build social and economic indicators and to monitor the progress made towards social and economic development goals of the country; and
- (f) To consolidate efforts being made in building a permanent national household survey capability at UBOS.

## **SUBJECT COVERAGE AND SURVEY QUESTIONNAIRE**

Like the earlier household surveys, the Uganda National Household Survey 2009/10, will aim at covering the entire country. This survey will cover the following subjects:

- (i) Household socioeconomic characteristics including education, health, and household expenditure, income etc;
- (ii) Labour Force to determine the total labour force and to derive labour force related parameters;
- (iii) Informal Sector which includes general information of the household enterprises and small-scale establishments (rural) plus inputs and output;
- (iv) Community Questionnaire to gather data at the village level and enhance the linkages and analysis of the data sets

There will be five questionnaires for the UNHS namely:

- (i) Listing questionnaire
- (ii) socio-economic Questionnaire
- (iii) Labour Force survey questionnaire
- (iv) Informal Sector Questionnaires
- (v) Community Questionnaire

Note that the informal sector survey questionnaires comprise 5 sets according to activity namely:

- (1) Livestock, poultry, bee-keeping, and fishing
- (2) Forestry
- (3) Mining, quarrying, and manufacturing
- (4) Hotels, lodges, bars, restaurants and eating places
- (5) Trade and services

The next Chapters will explain in detail the organization of the UNHS and the use of the various questionnaires.

## **SURVEY PERIOD AND QUESTIONNAIRES**

The survey will take 12 months of fieldwork in order to be comparable with past surveys taking into account the seasonality factors. The sample of EAs will be spread in equal proportion for each quarter of the year across districts. A qualitative module will be conducted at an appropriate time to address any issues requiring further investigation.

## **SURVEY DESIGN**

There are several ways to gather information about people. One way is to contact every person or nearly every person and ask them questions about the things you need to know. Another way to collect information is through a sample survey. The sample survey provides us with answers that are expressed in averages, proportions, or percentages, such as the proportion of school-age children who are currently attending school or the proportion of primary school pupils who missed school during a one-week period. The sampling procedure allows us to collect data on a small number of people and draw conclusions which

are valid for the whole country. The main reasons for using sample surveys instead of a complete enumeration are to reduce the time and cost of collecting information.

The accuracy of a sample survey depends, among other things, upon the size of the sample. What you should note, however, is that the sample size is pre-determined by the survey organizers according to the level of accuracy needed for the results. Consequently, it is critical to a survey that field workers try their hardest to complete all assigned interviews to ensure that the correct number of people and/or households are included in the survey.

The accuracy of a sample survey is also dependent upon another major factor, the absence of bias which would affect the proportions found through the sample. To control or prevent bias from creeping into the results, the selection of households included in the sample must be absolutely random. This means that every person in the total population to be studied has an opportunity to be selected in the sample. This is why it is so important to make call backs to reach those people who are not at home, since they may be different from people who are at home.

A two-stage sampling design will be used. At the 1<sup>st</sup> stage, a sample of about 750 Enumeration Areas (EAs) has been selected using the 2002 Census sampling frame. At the 2<sup>nd</sup> stage, 10 households will be selected randomly from the selected EAs. The selected areas will be visited by UBOS field workers who will list all households living in the EAs. The UNHS sample covers the entire country and was selected in such a way that it will generate estimates for the whole of Uganda, for urban and rural Uganda, and each of the four (statistical) regions: Central, Eastern, Northern and Western, and for some selected districts.

## **SURVEY ORGANIZATION**

The UNHS is a comprehensive survey involving several agencies and many individuals. The Uganda Bureau of Statistics has the major responsibility for conducting the survey.

Each field staff selected to work on the survey will work in teams consisting of one supervisor, and about four or five Interviewers. Supervisors and Interviewers may be either male or female. Each field supervisor will be responsible for one team of Interviewers. In the central office, editing officers, data entry staff and computer programmers will also be assigned to the project.

## **YOUR ROLE AS AN INTERVIEWER**

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

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

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

## **TRAINING OF INTERVIEWERS**

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

Each of you will receive the following materials.

- Household Questionnaire
- Labour force Questionnaire
- Enterprise Questionnaires
  
- Interviewer's Training Manual

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

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

The training also will include field practice interviewing in which you will actually interview household respondents. You will be required to check and edit the questionnaires just as you would do in the actual fieldwork assignments.

*You will be given **TESTS** to see how well you are progressing during your formal training period. At the end of the training course, the interviewers will be selected based on their test results and performance during the field practice.*

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

## **SUPERVISION OF INTERVIEWERS**

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

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

## **HOW TO APPROACH THE PUBLIC**

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

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

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

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

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

## **CONDUCTING AN INTERVIEW**

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

### **BUILDING RAPPORT WITH THE RESPONDENT**

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

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

#### **1. Make a good first impression.**

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

#### **2. Always have a positive approach.**

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

#### **3. Confidentiality of responses when necessary.**

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

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

#### **4. Answer any questions from the respondent frankly.**

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

The respondent may also be concerned about the length of the interview. If he/she asks, tell him/her that the interview usually takes about 60 to 90 minutes. Indicate your willingness to return at another time if it is inconvenient for the respondent to answer questions then.

The respondent may ask questions or want to talk further about the topics you bring up during the interview. It is important not to interrupt the flow of the interview so tell him/her that you will be happy to answer his/her questions or to talk further after the interview.

## **TIPS FOR CONDUCTING THE INTERVIEW**

### **1. Be neutral throughout the interview.**

Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that he/she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

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

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

"Can you explain a little more?"

"I did not quite hear you; could you please tell me again?"

"There is no hurry. Take a moment to think about it."

### **2. Never suggest answers to the respondent.**

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

### **3. Do not change the wording or sequence of questions.**

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

### **4. Handle hesitant respondents tactfully.**

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

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

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked all over Uganda and that the answers will all be merged together. If the

respondent is still reluctant, simply write REFUSED next to the question and proceed as if nothing had happened. Remember, the respondent cannot be forced to give an answer.

**5. Do not form expectations.**

You must not form expectations of the ability and knowledge of the respondent. For example, do not assume respondents from rural areas or those who are less educated or illiterate do not know about some governance issues.

**6. Do not hurry the interview.**

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

## FIELDWORK PROCEDURES

Fieldwork for the UNHS 2009/10 will proceed according to a timetable, and the survey will be successful only if each member of the interviewing team understands and follows correct field procedures. The following sections review these procedures and describe the proper procedures for keeping records of selected households.

**1 Making callbacks**

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

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

**2. Keeping questionnaires confidential**

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

**3. Supplies and documents needed for fieldwork**

Before starting fieldwork each morning, ensure that you have everything you need for the day's work. Some necessary supplies include:

- A sufficient number of questionnaires
- Interviewer's manual
- Your personnel identification
- Clip board
- Blue ink pens
- A bag to carry questionnaires and materials
- Umbrella/Rain Coat

## CONTACTING HOUSEHOLDS

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

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

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

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

### CHECKING COMPLETED QUESTIONNAIRES

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

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

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

### DATA QUALITY

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

### GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

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

### ASKING QUESTIONS

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

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

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

## RECORDING RESPONSES

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

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

### Questions with pre-coded responses;

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

Example:

Have you ever attended school?      Yes=1      No=2

If Yes, circle/write 1, if No, circle/write 2 depending on the structure of the question.

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

## CORRECTING MISTAKES

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

**Remember** that if you are not careful to cross out mistakes neatly, it may not be possible to determine the correct answer when the data are entered later into the computer.

## FOLLOWING INSTRUCTIONS

Throughout the UNHS questionnaires, instructions for the interviewer are printed in CAPITAL LETTERS or in bold, whereas questions to be asked of the respondent are printed in small letters. You should pay particular attention to the skip and filter instructions that appear throughout the questionnaire.

### 1. Skip instructions

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

*Example:*

Since 2004, has [NAME] lived in another place, such as another village, another town or country, for 6 or more months at one time?

1= Yes

2= No (>>NEXT PERSON OR IF LAST PERSON GO TO SEC. 4)

*In Section 3, notice that if you circled '2' in column 4 you would skip next person or if there is no other, to Section 4.*

### **CHECKING COMPLETED QUESTIONNAIRES**

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

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

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.

## CHAPTER TWO

### PART 2: INSTRUCTIONS TO COMPLETE THE SOCIO-ECONOMIC SURVEY QUESTIONNAIRE

#### SECTION 1A: HOUSEHOLD IDENTIFICATION PARTICULARS

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

#### SECTION 1B STAFF DETAILS AND SURVEY TIME

The Interviewer should record his/her name and code against item 1 and the date of interview against item 2. Name of Supervisor should be written against item 3 and date of questionnaire against item 4. Then the name of the office editor against item 5 and date of inspection against item 6. The name of the data entrant will be recorded against item 7 and date of entry against item 8. The time for starting the interview will be recorded in item 9 by the interviewer in 24 hour format. Item 10 will be for the response code while item 11 and 12 will be for interviewer's and supervisor's remarks respectively.

#### Interviewer/Supervisor Codes

Personal identification codes will be assigned to all the interviewers and supervisors. This will be done at the end of the training.

Items 5 to 6 are for **Office use** only and should be left blank.

#### 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 in the household during the last 12 months.

**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 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?" (Recognised by other household member as the head)

### 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 but having slept in the household the night prior to the 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): ID number (Person ID)**

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

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

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

### **Column (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.

### **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): 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

### **Column (6): Duration of stay in the household**

In column (6), 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'. 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 (7): Reason for staying for less than 12 months**

If the person has stayed less than 12 months with the household in column (6), ask the main reason for absence and in column (7) record the relevant answer using the codes provided in the codebook.

The next questions (8 and 9) of this section are only applicable to categories 1-4 in column (5), i.e. to usual and regular members only. Note also that the rest of the sections of this questionnaire should be administered one after the other to only those you have identified as usual and regular members of the household.

### **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'. Anybody aged 99 years and above, record 99.

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

### **Column (9): Marital status**

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

### SECTION 3: SURVIVAL STATUS OF PARENTS AND MIGRATION OF HOUSEHOLD MEMBERS

**Purpose:** This section intends to capture general information on certain members of the household (i.e. with residential status codes 1-4 in column (5) of section 2), specifically:

- (i) The survival status of parents of household members below 18 years and whether they live in the household.
- (ii) It captures the salient moves (migration status) made by members of the household who are now aged 10 years and above since 2004. It elicits information on previous places or residence.

**Respondent:** The questions in columns 2 – 3 are for household members who are aged below 18 years while the questions in columns 4 – 9 are for those members who are aged 10 years and older. 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 (5) 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 (3): Parents living in the household.

If the natural parents of the respondent are living in the household, you will fill in columns (2) and (3).

##### Columns (4) – (9): Migration

The following questions are only applicable for persons aged 10 years and older. 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 aged 10 years and above 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 does/did not migrate. But if he/she subsequently stayed on there for work, then he/she is considered as a migrant.

##### Column (4): Lived in another place for 6 or more months since 2004

Ask the respondent if he or she has lived in another village/town (besides the present place of residence) for 6 or more months since 2004. There should be a change in the place of residence, which involves crossing of an administrative boundary (a move outside the village or town), for the answer to this question to be "Yes". 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.

If the answer to this question is "NO", go to the next person or if last person, go to next section.

##### Column (5): Year the person moved to current place of residence

Ask the year in which the person moved to the current place of residence the most recent time.

##### Column (6): District code of former residence

Record the district code 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 (7): Place of residence**

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 (8): Reason for coming 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 (9): Number of moves**

Here record the number of places other than current place of residence that the respondent lived for 6 or more months since 2004.

**SECTION 4: EDUCATION**

**Purpose:** The objective of this section is to measure the level of education or formal schooling of all usual and regular 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 household member and the type of school attended; (iii) amount spent on education of household members during the past 12 months; and (iv) area of specialization and skills acquired.

**Respondent:** An attempt should be made to ensure that each member of the household aged 5 and older responds for him/herself – i.e. each person has to be interviewed directly. If the person is not available or is too young to give information for himself/herself, then parents or the best informed person could provide the answer.

**Instructions**

**Column (1): Person ID**

Record the identification number of the person to be 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): Literacy status: Read and write**

This question is applicable to all household members. Record the information on whether the household member can read and/or write with understanding in any language using the appropriate list of response codes.

**Column (3): 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. Note the skip pattern carefully.

“Never attended” applies to those household members who report never having attended any formal schooling. In this case, you must ask the question in column (4) and go to the next person.

“Attended school in the past” applies to those household members who have attended school in the past, but are not currently attending school. In this case, you fill in column (3) and skip to column (4).

“Currently attending school” applies to those household members 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 (7) and then ask all the questions thereafter before going to the next person.

**Column (4): 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 (2). 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 to be sure that it is not actually "distance" or "insecurity" that is the reason for never attending before recording the answer.

After filling in the answer, skip to Col 15.

**Column (5): Highest grade completed**

The highest level of education completed will be recorded for persons who attended in the past (left school), i.e. code '2' in column (3). 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.

**Column (6): 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 (7): Grade attended in 2008**

Ask for the grade attended in 2008 and record the response using the code-sheet in Annex 2. If the respondent attended earlier than 2008, record 98.

**Column (8): Specialization of studies**

People who have completed education at the post primary specialized training or certificate level or above (codes 41 and higher in column 5) should be asked in what area they specialized in their studies. If the grade is code 41 or higher, skip to column (14) or else go to next person.

**Column (9): Grade currently attending**

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

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

**Column (10): 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 (11): Type of school currently attending**

This question asks about the type of school the person is currently attending. Fill in the type of school the appropriately. Note the skip pattern carefully.

### **Column (12) 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 (13a – 13f): 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'.

Only fill in columns (13a – 13f) if the respondent can give you the breakdown of expenditures by category. If, after probing and help from you, the respondent cannot recall expenditures by category, write DK (DON'T KNOW) in the appropriate column and write the total expenses in column (13f). If you fill in columns 13a to 13f, it is not necessary to sum up the total in column 13f. **Note 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 (14): 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. A scholarship/subsidy is any kind of grant, bursary or sponsorship offered to the respondent by the government, school or any other institution.

### **Column (15): Participation in any business, entrepreneurship**

People who have completed education at the post primary specialized training or certificate level or above (codes 41 and higher in column 5) should be asked in what area they specialized in their studies.

### **Column (16 -18): Training**

The training questions should be asked of all respondents. If they have participated in any business, entrepreneurship or micro-enterprise development training in the past or are currently participating in it, record code 1 for "Yes". If they have never participated in any such training and are not doing so at present, record code 2 for "No".

## **SECTION 5: HEALTH STATUS OF HOUSEHOLD MEMBERS**

**Purpose:** This section collects information on all usual and regular members pertaining to:

- (i) Illness and injuries among household members during the past 30 days, use of health facilities and medical expenses for treating the illnesses or injuries.
- (ii) It is also aimed at gathering information on use of tobacco products and non-communicable diseases.

**Respondent:** The section should be administered to all members of the household, but parents or knowledgeable adults (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): 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 preceding the date of the interview. For respondents who have not been ill or injured (code '2') during the last 30 days, skip to column (14). You should probe to make sure that the respondent has not forgotten any recent illness or injury whether treatment was sought or not.

### **Column (3): Days suffered**

Ask for 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 (4): Days lost due to sickness (usual activities) during the past 30 days**

Usual activities refer to the work or duties or activities that the respondent performs 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 for the number of days she was not able to do housework due to illness or injury. Note that the reference period here is the last 30 days preceding the date of the interview. Be careful to probe for days lost for children/babies who play everyday. You should record those days the child has lost when he/she is not active.

### **Columns (5a) – (5b): Symptoms**

This question attempts to collect self-reported data on symptoms of the illness. 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 (6): Consultation**

This question seeks to find out whether the respondent consulted a health practitioner (i.e. code 2 in column 6) 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 (7): 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**. Note that the skip in this column takes to column 14 irrespective of the response given.

### **Column (8): 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.

"Drugs at Home" refers to any medicine found at home by the time a member fell sick. It could have been left over from a previous treatment, or medicine bought and kept as reserve at home.

"Neighbour/Friend" refers to anyone from the neighbourhood, who is not a health worker, from whom you may have collected medicine when a member fell sick.

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

"HOMAPAK drug distributor" is a person who keeps custody of, and distributes the HOMAPAK medicine at the community level, under the MOH home based management of fever strategy.

"Ordinary shop" is any retail shop that sells commonly used commodities.

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

"Private 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

"Health unit government" is a health unit owned by government at (Health Centre II, III, IV).

"Health unit NGO" is a health unit owned by an NGO, also known as Private Not for Profit Organization (PNFP).

"Hospital government" is a government owned hospital.

"Hospital NGO" is a hospital owned by an NGO also known as Private Not for Profit Organization (PNFP).

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

**Column (9): 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 kilometers by multiplying the distance given in miles by 1.6. Record the distance to one decimal place.

**Column (10): Cost of consultation**

Ask about 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.

**Column (11 and 12): Other payments**

In column 11, ask whether any extra payment was made besides the normal payments and record the appropriate response. Take note of the skip pattern. In column 12 we would like to know what the payment was for.

**Column (13): Cost of transportation**

Ask for the total amount spent on transport to the facility and back to the house for the patient and all members who accompanied the patient, particularly if the fare was charged on a per person basis. In case of overnight stays, also include hotel and other related expenses under this category.

**Column (14): Days lost during the last 6 months**

Refer to columns ((2) and (3)). The only difference here is that the reference period of interest is now the past 6 months before the date of interview rather than the past 30 days. Note that the number of days that the person stopped doing his/her usual activities includes the days lost during the last 30 days.

**Column (15): Tobacco Use**

This question covers all respondents aged 10 years and above in the household. Ask if the respondent is currently using or has in the past used any tobacco products such as cigarettes, cigars, pipes or chewable tobacco. If the answer to this question is "No", skip to column 17.

**Column (16): Period respondent has smoked (in completed years)**

Record the number of years that the respondent has been using or had used tobacco products in the past. It should be recorded in **completed years** on the date of the interview. For instance, if the person smoked for less than 1 year, then write '0'; if the person smoked for 1 year and 8 months, write '1'.

**Column 17: Non-communicable diseases.**

This question asks whether (NAME) is currently suffering from any non-communicable diseases or not. Read out the responses and circle all those mentioned.

**Column 18: Person ID of respondent**

Record the Person ID of the person reporting.

**SECTION 6: DISABILITY AND MALARIA MODULE**

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

- (i) Disability as a difficulty to be measured for persons aged 5 Years and above; and
- (ii) Malaria indicators: use, brand and treatment of mosquito nets

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

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.

## **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). However, be careful to observe that the questions in columns 2-7 apply to only persons 5 years and above.

### **Columns (2) to (7): Functional disability**

This question seeks to find out whether the respondent has difficulties in seeing even if he/she is wearing glasses; hearing even if he/she is wearing a hearing aid; walking/climbing steps; remembering/concentrating; with self care and with communication. These questions can be sensitive and hence you should be tactful and address the issue with utmost care.

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 and record the appropriate response. It is quite common for persons in the Household to hide information about disabilities of their kin, especially the children. Ensure that you attempt to see and probe to obtain the truth. Record the appropriate code

### **Columns (8a) and (8b): Level of participation**

In these columns we are interested in knowing the degree to which the person's difficulty affects his/her participation in work or school. The question is applicable 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 attend to work in column (8a) for those working; or school in column (8b) for those schooling, and record the proper response using the codes provided. Else, for persons below the stated age, record code '4' i.e. 'Not applicable'.

**Columns (9) – (11):** These questions are asked for all household members. It is recognised that the consistent use of insecticide-treated mosquito nets (ITN) decreases the incidence of malaria and malaria-related deaths.

### **Column (9): Mosquito net**

A mosquito net is usually hang over a bed or sleeping mat and is used at night when asleep. Ask whether (NAME) slept under such a type of net last night (the night before the day of the interview). If the answer to this question is 'No', go to the next person and do the same if the response is don't know..

### **Column (10): Kind/Brand of Net**

This question is applicable to respondents who slept under a mosquito net the night before the day of the interview. There are different types of nets that are common in Uganda such as Olyset, Permanet, Duranet, Netprotect, Interceptor among others. Some nets are factory treated and may not require re-treatment for up to three years, examples are "Permanet" and "Smartnet". Other brands such as Safi Net, Cooper Net, K O Net, MusiNet are pre-treated but require further treatment after 6-12 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.

### **Column (11): Insecticide treated net (ITN)**

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.

Ask whether the net was ever soaked or dipped in liquid to repel mosquitoes or bugs during the last 12 months. If it is a Permanet or Smartnet, then the response to "treatment" in the last 12 months 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 or whether it has been re-treated in the last 12 months.

## SECTION 7: HOUSING CONDITIONS

**Purpose:** This section aims at measuring the quality of the house occupied by the household. 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 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

**Question 1:** This question inquires about the current type of dwelling of the household.

**Question 2:** This question asks about the 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.

**Question 3:** This question asks information on the number of rooms used for sleeping. 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 those for livestock. Sum up the total number of rooms used for sleeping and write the total in the box provided.

**Questions 4, 5 and 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.

**Questions 7, 8, 9 and 10:** Ask about the main source of drinking water, the time it takes to collect water from the main source in minutes, and its distance from the dwelling in kilometers and the quantity of water used by the household per day. Record the travel time to and from the source; and the waiting time separately in question 8. Observe the skip pattern in question 8 for those with water in the premises, brought by a vendor or rain water harvested at home.

**Question 11:** Inquires about the type of toilet 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.

**Question 12:** Inquires about how many other households share the toilet facility with this household. Take note of the instruction.

**Question 13:** Seeks to find out whether there is a hand washing facility at the toilet with water and soap. Record the response in the box provided.

**Question 14:** Ask about the main source of lighting in the dwelling. Electricity may be from the national grid, generators or solar. Make sure that you probe for the specific source of electricity.

**Questions 15 and 16:** These questions deal with the main type of fuel used for cooking and the respective cooking technology in the household. The traditional 3-stone stove is popularly known as 'masiga'.

## SECTION 8: HOUSEHOLD ASSETS

**Purpose:** This section is aimed at estimating the value of household-owned 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 the listed items owned by the household.

**Column (6):** Finds out about the ownership of any of the items listed exactly 12 months ago.

**Columns (7) and (8):** Require the number and total estimated value of the listed items owned by the household exactly 12 months ago.

## SECTION 9: OUTSTANDING LOANS IN THE LAST 12 MONTHS

**Purpose:** This section collects information on the following:

- (i) perceived borrowing capacity of households from different sources; and
- (ii) loans outstanding or contracted over the past 12 months.

**Respondent:** The appropriate respondent for this section is the household head or the person who is best informed about the borrowing activities of the household.

### Definition

**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.

### 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.

#### Part A: Borrowing Capacity

This part deals with the perceived borrowing capacity of the household from various sources now. It is useful to collect information on borrowing capacity because household's vulnerability to economic hardship depends on their ability to raise funds in times of needs.

**Question 1:** Inquire about whether any household member aged 18 and above can borrow money now from the lists of sources provided in question 1. These questions try to elicit information on the capability of respondents to raise funds in times of needs. Note that “no need to borrow” or “do not want to borrow” are likely responses by the respondents. You should explain to them the hypothetical nature of the questions i.e. assuming if they want to borrow money from the lists provided.

**Question 2:** In this question record the maximum amount that the individual can borrow.

Part B: Demand for Credit

This part obtains information on loans applied or contracted by the household in terms of money or goods over the past 12 months. Loans refer to the amount of money, goods or services borrowed for business or living purpose, which has not been paid or has been already paid from various sources (see the definition of credit above).

**Question 3-5:** seek to find out if any member of the household has ever applied for a loan from any formal financial institution, semi-formal institution or informal sources.

**Question 6: 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.

Part C: Loan Details

The most appropriate respondents are those members of the household who applied for loan over the past 12 months. A person who knows the most about the borrowing activities of the household and of each household member can also provide information.

**Question 8: Amount applied for**

Record the total amount that the respondent asked for regardless of whether he or she was successful in borrowing.

**Question 9: Status of loan application**

Ask the status of the loan application and record the appropriate code. If it is rejected or still pending (waiting for a response from the prospective lender), Go to the next person.

**Question 10: Amount approved**

Record the amount of the loan approved by the lender. Exclude interest or other fees from this amount; the principal only should be reported here.

**Question 11: Amount actually received**

Record the amount of the loan actually received from the lender. Exclude interest or other fees from this amount; the principal only should be reported here.

**Question 12: Total paid back**

Ask how much of the loan has been repaid over the past 12 months. Include charges, interest on loans and all payment in-kind.

**Question 13: Outstanding**

Record the total amount which is still outstanding (still have to be paid back to the lender). Include both principal and interest as of the interview date.

#### Question 14: Repayment Period

If there is a fixed term, record the duration of the repayment period in **months**. If no fixed term, record '99'.

#### Question 15: Security/collateral

Security or collateral is something used to guarantee the loan. Collateral can be very diverse, it can be a house, durable goods, etc. Some loan agreements can be made verbally, as the loan matures and if the borrower is not able to pay it back, the lender has the right to confiscate grain, cattle, plants in the garden, etc. Here identify whether the borrowing has collateral or not using the list provided in the questionnaire.

### SECTION 10: 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 labourers and other workers (who are not household members) should not be included in this section. Also expenses on functions and occasions should be excluded.

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).

In **column (3)** record the unit of quantity, the codes are provided in the codebook (Annex 5). 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 ½ kg, ½ 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) – (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: 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 phones 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 given in column (1), on which data relating to the last 12 months are to be recorded in column (3).

The expenditures given fall in five broad categories which include:

- (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 Local service 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 11: HOUSEHOLD INCOME FROM ENTERPRISES, EMPLOYMENT AND OTHER INCOME IN THE LAST 12 MONTHS**

**Purpose:** This section gathers information on income transfers i.e. all incomes of household members 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.

### **Property Income:**

This income consists of imputed rents of owner-occupied dwellings and the actual payments received by the household from others for the use of buildings, land, financial assets and intangible assets such as copyrights and patents.

Imputed rents of owner-occupied dwellings should be calculated as the gross imputed rental value of the dwelling less the sum of expenditure on current maintenance and up-keep and mortgage interest paid. Receipts of rents on land and buildings should be net of taxes, current maintenance and expenditure on mortgage interest.

Income received as royalties is from copyrights and patents. Interest comprises actual receipts of interest on financial claims such as savings, deposits, bonds and loans etc. Dividends received are on shares of corporate enterprises.

### **Current Transfers and other Benefits**

This group consists of contracted transfers like pensions and life insurance annuity benefits and other social security benefits that are from public authorities to individual households. All other transfers, which are non- contractual, are to be included in items 3, 4 and 5.

### **Definitions**

**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 good 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.

### **Instructions**

In columns (3) and (4), record the amount received in cash and in-kind, respectively during the past 12 months.

## **SECTION 12: WELFARE INDICATORS**

**Purpose:** This section collects information on vital needs and living conditions of households. It provides additional information to assess household welfare.

**Respondent:** The appropriate respondent is the head of the household.

### **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.

### **Question 1201: Source of household earnings**

This question determines the major source of the household earnings during the last 12 months. Using the codes provided record the major source income as reported by the respondent.

### **Question 1202: 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.

**Question 1203: 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').

**Question 1204: 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.

**Question 1205: 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.

**Question 1206: Salt**

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

**Question 1207: 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.

**Question 1208: Breakfast for children 5-13 years**

Ask what children between 5-13 years had for breakfast yesterday morning. Record appropriately.

**Question 1209: Attacks**

Ask if the household's economic activity was affected by civil strife during the last 12 months.

**Question 1210: Local leadership.**

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.

**SECTION 13: CULTURAL PARTICIPATION**

***Culture participation within the household***

Increase in individual wealth and disposable income of Ugandans has registered tremendous growth and support of cultural products country wide. This has led to increased spending on cultural activities. Such trends of development, mean that culture has become an essential part in the chain of production as opposed to luxury. This section takes care of both usual and regular members of the household aged 18 years and above.

**Column 1: Id No.**

The ID No should be carefully copied from the household roster. The ID. No. assigned to a particular household member in column (1) **one** of the household roster should be the same ID. This emphasizes consistency ensuring that the rightful person responds appropriately and reduces on disparity.

**Column 2: Religion**

Religion refers to an individual's faith, some ones belief. This refers to someone's current place or worship. It may be by birth by conversion (where an individual prefers a specific faith as compared to another). Record the appropriate code from the list provided. The recognized faiths are catholic, protestant, Muslim or the Pentecostals but Interviewers are encouraged to probe in order to identify traditional worshippers and other categories.

**Column 3: Music**

Does [Name] listen to Music? Music is defined as any organized sound. This caters for all the different forms of music, both traditional and classic. Interviewer should note that this question requires either or both audio and visual responses. Interviewers should however probe in order to identify the main form of music listened too and record the appropriate response.

**Column 4: Reading.**

Does name do any kind of reading, this question aims at identifying those individuals who have developed a good reading culture and in a way; this has an influence on their day to day livelihood. **If the response is no, skip to column 7**

**Column 5: Reading materials**

Reading materials covers a wide range of items including Bible, novel, text books, manuscripts; newspapers, periodicals among others. It should be made clear that reading materials may be in any language. The intension is to identify the kind of materials that are commonly read. This is a multiple response question; interviewers should record as many responses as possible.

**Column 6: Newspapers**

This column caters for the different types of newspapers that the individual reads. Newspapers inform individuals and the knowledge acquired from them also has an influence on the general wellbeing of a households. Record as many responses as possible

**Column 7: Cultural institution**

Culture is a way of life; a cultural institution is an organization that carries out activities that are related to the people's way of life in that community. These may be cultural places that are traditionally recognized as very **holy** by the people in the community. An example is a Historical site, Tomb, circumcision ground among others. It may be a recreation centre like cinema, theater, performing ground, sports ground to mention but a few. Church affiliated institutions are to be considered here.

**Column 8: Support from the institution**

Support, means to provide assistance in any form. This may be technical, financial, moral or psychological. Interviewers should record as many responses as possible but in the order of importance. They may take on the form of conflict resolution, community mobilization, sponsorship for education, food, community celebrations among others.

**Column 9: Household Income**

Household Income is very important with in the household. This question aims at identifying all the possible cultural income generating activities. Most important is if the individual is a Herbal medicine practitioner as the main sources of income to the household. Probe for other sources and circle appropriately as provided by the codes.

**SECTION 14: LINK WITH THE HOUSEHOLD ENTERPRISE QUESTIONNAIRE**

**Purpose:** This section creates a link between the socio-economic and the household enterprise questionnaire. It helps to determine whether the household enterprise questionnaire should be administered to the household and which questionnaire(s) to administer in particular.

**Respondent:** The appropriate respondent is the head of the household.

**Instructions**

**Question 1** seeks to find out whether any member of the household has operated any enterprise which produces goods and services.

**Question 2** Lists all the business enterprises the household has been engaged in during the last 12 months, their location, current status, month and year of start etc.

## CHAPTER THREE

### **PART 3: INSTRUCTIONS TO FILL THE LABOUR FORCE SURVEY QUESTIONNAIRE**

#### **BACKGROUND OF LABOUR FORCE SURVEY**

With financial support from the Department for International Development (DFID) of the United Kingdom, the World Bank supported the Uganda Bureau of Statistics (UBOS) in participating in the General Data Dissemination System (GDDS). This support resulted in the development of a Labour Force Survey which will address the data and information needs of users and producers of statistics in Uganda, as well as those of the international community. This same survey is intended to be collected annually and possibly more frequently in the future if circumstances allow, so that comparisons of comparable data may be made over time and trends may be measured. Access to consistent, historical data on the labour force in Uganda will be invaluable for measuring changes over time, developing policy prescriptions, and evaluating the results of various initiatives. Because demographic data on respondents are collected in addition to their labour force information, the standing of various groups such as women and the young may be seen.

#### **SURVEY OBJECTIVES OF LABOUR FORCE SURVEY**

The main objective of the survey is to collect high quality, consistent data on labour force, demographic, and earnings characteristics of individuals which comply with international standards. Specifically, the survey aims:

- a) To provide information on the labour force status of the population as a whole and disaggregated by demographic characteristics,
- b) To measure underemployment, formal and informal employment, and subsistence farming,
- c) To meet the needs of data users both domestically and internationally, and
- d) To generate and build social and economic indicators which will be measured consistently over time, allowing for historical comparisons and monitoring the progress made towards social and economic development goals of the country.

#### **SURVEY PERIOD AND QUESTIONNAIRE**

The survey will be conducted throughout the year with the sampled households spread uniformly across months. Labour force questions will be asked regarding the week, Sunday through Saturday, prior to the survey. Some questions will ask for recall over longer periods, such as job search activity in the past four weeks, duration of unemployment, main job held over the past 12 months, and agricultural activity in the past year.

The questionnaire will be paper-based and interviews will be conducted in person by trained interviewers visiting the respondents at their dwellings. There will be one questionnaire form per household member. Only the roster of household members and the section on agricultural activity will be collected for the household as a unit.

Efforts will be made to collect self-responses whenever possible to ensure the highest possible level of data accuracy. Up to three visits may be made to a household to attempt to get self responses. If a member cannot be reached on the third visit, or if another household member reports that the person will not be returning home during the interview period, a proxy interview may be conducted for the absent member prior to the third visit. Proxy interviews may also be appropriate for young children, individuals with mental disabilities, those with communication difficulties, and others who are unable to answer the survey themselves.

#### **INSTRUCTIONS ON HOW TO READ THE QUESTIONNAIRE**

There are a number of basic principles that the interviewer should observe in completing the Labour Force Survey questionnaire and some formatting standards that are in place to make moving through the questionnaire easier.

### Formatting standards

1. The text of questions to be read to respondents is **written in bold**. When a respondent's name or another piece of information needs to be said as part of the question, the information you need to fill in is (in parenthesis) in the question.

Sometimes a fill will require you to choose the option that applies to that respondent or to only include the word if it applies. For example, in the question, "**Did you receive in kind payments such as food or housing from your (main) job?**" you would only read the part of the question in parenthesis if the person had said earlier that they have more than one job. If he only had one job, you would only read, "**Did you receive in kind payments such as food or housing from your job?**"

2. Instructions to the interviewer are WRITTEN IN CAPITAL LETTERS. Do not read these instructions to the respondent.

The instructions may tell you what information to fill into the question and where to find it. For Example, "**Even though you told me it was easier to report your earnings (FILL UNIT FROM 5.2), are you paid at an hourly rate on this job?**" In this case, you would look back to question 5.2 to see what unit the respondent had chosen to report his earnings in. If the answer circled in 5.2 was "annually," for example, you would read, "**Even though you told me it was easier to report your earnings annually, are you paid at an hourly rate on this job?**"

The instructions may tell you who gets a certain section of questions or which question to ask next depending on a respondent's answer. These instructions are called skips and will be discussed more later.

3. Further information about a concept is *written in italics*. You can use this information to help probe for an answer or to figure out which category a respondent's answer best fits into.
4. Parts of the question to be said with extra emphasis to be sure the respondent notices them are underlined. This will often be the time period for which we want the information or a reminder of which of the respondent's jobs we are asking about.

### 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 pre-coded. You must circle the correct response option found below the question. In some cases, you will need to write the respondent's answer in the appropriate box, either below or at the side of the question. Please write the answer in English.
3. If the reply by the respondent is not in the list of answers written in the questionnaire, choose "other." In that case, you will be asked to specify the details of that response in a box.
4. When you need to write the name of a person, place or thing, always write very legibly in capital (BLOCK) letters. This instruction is particularly important because another person will have to read the responses in order to enter them into the computer.
5. When recording an amount of money in Ugandan Shillings, write only the amount. Do not write the symbol /= and do not write Ushs on the questionnaires. Also, do not use commas. For example, to write 5,000 Ugandan Shillings write: 5000. Do not write 5,000/= or 5000 Ushs. Always record the answer to the nearest whole shilling. Do not record cents.

6. If the respondent does not know an answer to a particular question even after probing, write DK (for Don't Know) next to the response options or circle it if it is given as an option. Please try to avoid this as much as possible as not having responses from everyone lowers data quality. If the interviews you conduct have a high occurrence of "don't know" answers, a supervisor will attempt to determine why this is and if you could benefit from additional training or if other actions need to be taken.
7. If the respondent refuses to answer a particular question, remind them that their responses are confidential and will not be shared or used in any way that could identify them. If they cannot be convinced to provide an answer, write R (for Refused) next to the response options or circle it if it is given as an option. Please try to avoid this as much as possible as not having responses from everyone lowers data quality. If the interviews you conduct have a high occurrence of refusals, a supervisor will attempt to determine why this is and if you could benefit from additional training or if other actions need to be taken.

### Skip patterns

When a question or section does not apply to a particular respondent, it must be skipped. The questionnaire uses the sign >> or GO TO statements to tell the interviewer where to go to next when some questions have to be skipped.

2. GO TO (>>) statements indicate that there are questions to be skipped because they do not apply to the respondent. In other words, they direct the interviewer to move to subsequent questions.

For example:

**3.2. Was this because you had already arranged to take up a job or start a business in the next 30 days?**

- 1 Yes (>> 3.6)
- 2 No

This question is in section 3 of the questionnaire. It indicates that, if the response is "Yes" (code 1) the next question to be asked is question 3.6. If instead the response is "No" or if the person says they don't know or they refuse to answer, there is no need to skip, and the next question to be asked is 3.3. When response categories are not mentioned explicitly in the skip instructions, it can be assumed that respondents with these responses would continue to the next question

- to move from one question to the next section

**3.13 Have you ever worked for pay or profit or helped unpaid in a household business or farm?**

- 1 Yes (>>3.14)
- 2 No (>> SECTION 7 HOME)

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.

- An unusual case

**3.5 Would you like to have worked for pay or profit or to have helped without pay in a household business last week?**

- 1 Yes (>>3.10)
- 2 maybe, it depends (>>3.10)
- 3 No>> (3.4)

This skip is unusual in that it may require you to go backwards. If the respondent answers question 3.5 by saying "no," you need to go back a question and ask question 3.4. This is the only place in the survey where a skip goes backwards. From question 3.4, the survey proceeds normally, with all respondents continuing to question 3.13.

2. Skips sometimes require the interviewer to go to different questions based on a value entered rather than a response category chosen. Note that since "Hours vary," "Don't know," and "Refused" responses

are not mentioned in the skip instructions, people who give these responses are routed to the next question, 4.19.

For example:

4.18 **How many hours do you usually work at this job each week?**

\_\_\_\_\_ V Hours vary  
IF 19 OR FEWER (>> 4.19).  
IF 20 OR GREATER,(>> 4.22).

3. Occasionally, the interviewer will have to refer back to the response to a previous question to determine how to proceed in a skip.

For example:

4.29 **How long were you looking for work or trying to start a business before starting the work you are doing now?**

1 Less than six months                      3 Between one and two years  
2 Six to twelve months                      4 More than two years  
IF 4.0 IS 1, GO TO 4.30.  
ELSE GO TO 4.60.

In this case, the interviewer would refer back to question 4.0 to determine if response 1, that the person had more than one job or business, was given. If it was, the first instruction, to go to 4.30, would be followed. If the response to 4.0 was not 1, the next instruction would be followed and the person would go to 4.60.

4. Sometimes and instruction will have two parts that need to be followed in order.

For example:

4.28 **What was your primary activity before you started this job/business?**

1 Working    5 Homemaker  
2 Looking for work                                      6 Sick/injured  
3 Trying to start a business                              7 Other, specify  
4 Student

IF 2 OR 3,>> 4.29.  
ELSE >> 4.60.  
ELSE IF 4.0 IS 1, >> 4.30.

In this case, the first instruction involves the response to this question. If the person gave response 2 or 3, that they had been looking for work or trying to start a business, they would next be asked question 4.29. If the person did not give one of these two responses, you will need to go to the next part of the skip. This next part has you look back to question 4.0 to see if the person gave response option 1, that they had more than one job last week. If they gave this response, they would go to question 4.30. If they gave any other response to question 4.0, they would go to question 4.60.

Completeness

Never leave a question blank that requires a response on a questionnaire's skip pattern. 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. It is important that you actually ask the questions rather than thinking you know the answer and filling it in because things are not always as they seem.

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 field editor, 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 may not copy the information you have collected onto a new questionnaire.

This goes without saying, but so there can be no uncertainty, it will be said anyway. The purpose of this module is to collect and publish accurate data. If interviewers do not visit the households and conduct the interviews but rather sit somewhere and make up answers for their assigned households, the purpose of the survey is defeated. The data will not be good and the money that has been spent will have been wasted. Because the consequences for the survey from this behavior are so strong, the consequence for any interviewer found to be doing this will also be severe -- he or she will be fired and will not be allowed to work for UBOS ever again.

## SECTION 2: LABOUR FORCE STATUS

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

**Background and definitions:** We classify all household members 5 years of age or older into three broad groupings: employed, unemployed, and not in the labour 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.

### The Questions

The first five questions in part 2 of the survey ask if the person has engaged in various types of income generating activities. The questions have two parts each. Part A asks if the person has engaged in the activity in the last week. This is the full week, from Sunday through Saturday, before the one in which the interviewer is visiting. Part B asks if they engaged in the activity in the past 12 months.

Question 2.0A 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 marked if the person was employed by someone to do at least an hour of work. 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 2.0B finds out whether the person was engaged in the same type of work in the last 12 months.

Question 2.1A 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; 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 part B of the Question asks if the individual was engaged in the same activity in Question 2.1A above in the last 12 months.

Question 2.2A 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.

Part B of the Question asks if the person run a business in the last 12 months.

Question 2.3 asks, "In the last week, were you an apprentice?" An apprentice is a person who is trying to learn a skill from someone who already has that skill. The learning is done through observation and learning by doing rather than by studying a book. The person may or may not be paying to participate in the apprenticeship. The apprentice is likely unpaid, though he/she may be paid. It is also possible that the apprentice is given some money or food occasionally. An example might be someone who hopes to learn to be an auto mechanic and starts his apprenticeship as a spanner boy, handing wrenches to the mechanic when needed.

Part B tries to find out if the person was an apprentice in the last 12 months.

Question 2.4 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.

Question 2.4B asks "*Did you work on your household's farm in the past 12 months*"

Parts A and B of each of these five questions 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 route the person through subsequent sections of the questionnaire. After all of these questions have been asked, if the person has said they did one of these kinds of work last week (you have circled 1 for at least one item in column A) the person should next be taken to section 4 of the survey, which will ask about their work in the past week. If they said they did not do any of these kinds of work last week (only 2s are circled in column A) you should next ask question 2.5.

Question 2.5 has five parts, A through E. The introductory phrase should be read and all five parts should be asked. This question determines if the person was absent from a job in the past week. If the person was not absent from any of these types of work (only 2s are circled) you should next take the person through section 3 of the survey. If they said they were absent from at least one of these types of work (at least one 1 is circled) you should next ask the person question 2.6.

Question 2.6 determines why the person was absent. If they give reasons 10 through 13 - unrest, layoff/reduction in activity, that the work is seasonal, or that they are waiting to start a new job in the next 30 days - they should next be asked section 3 so we can find out about their job search activity. If they give any of the other responses they should go to section 4 to find out more about their employment.

For each person, you will ask either section 3 or section 4. You will not ask one person both of these sections. Doing so would be a major error and the questions in one of the sections would not apply to the person's situation.

### SECTION 3: NOT IN THE LABOUR FORCE, UNEMPLOYMENT, AND JOB SEARCH

**Purpose:** This section allows us to determine if household members aged 5 years and older who were not working during the last week were in the labour force. If they were not, we are able to determine why that was – 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. If they were in the labour force, we gather information on their job search activities, duration of unemployment, and prior activity.

The paths respondents can take through this section can be very different depending on the answers they give. Rather than tracing all of the possible paths, we will look at some of the questions that are less straight forward or where the respondent may need some guidance from you. It is very important that

you understand the questions and skip pattern and that you take the respondent through the survey correctly. It is much better to stop and think for a few seconds about which question should be asked next than it is to move too quickly and possibly make the wrong choice.

## **The Questions**

In part A of question 3.0, "yes" should be marked if the respondent was looking for any kind of work – regular employment, casual work for a day, informal work on the street, farm work, work in someone else's private household, etc. Any type of work at all is acceptable. We will ask more questions about it later to see how it should be classified. In part B, "yes" should be marked if the respondent was trying to start any kind of business – a shop, selling newspapers and groundnuts on the street, selling airtime, fixing shoes, etc. The type or formality of the business does not matter. We just want to know if the person was trying to start one in this question. We will ask more questions about the business later to see how it should be classified. The instructions for leaving this question are very important because the respondent could be sorted down very different possible paths. Therefore it is critical that the answers be accurate and that the skips be followed. If a person says "yes" to either part A OR B, you should go to question 3.1. Otherwise, you should next ask question 3.2.

Question 3.1 asks about the things the person did to search for work or start a business. Please circle as many as are necessary to fully capture what the person did. Do not read the list, only mark what the respondent tells you. Options 01 through 13 are active methods. They could have led directly to the person being offered a job or being able to start a business. Options 14 through 16 are passive methods. They could not have led directly to the person being offered a job or being able to start a business. Compare options 03 (placed or answered job advertisements) and 14 (looked at job advertisements) to see this more clearly. Simply looking at an advertisement in the paper will not result in a job offer. The person must take the further step of answering the advertisement before a job offer can become a possibility.

In question 3.2 we want to find out if the reason why the person wasn't doing something to search for work or start a business is that they have already been successful in this and are now simply waiting until the date set to start.

Question 3.3 and 3.5 ask whether the person would like to have worked last week. (This question appearing twice is intentional. Different people are routed to and from it. It will not be asked twice of the same person.) People often give answers like "maybe" and "it depends" to questions like this because they think about what actually happened last week and all of the things that would have been different if they were working. Perhaps they would have needed to find childcare or transportation, for example. For this reason, answer choice 1 is "yes, 2 is "maybe, it depends." If the respondent answers "Yes" circle code 1. If the respondents Answer is something similar like, "Yes, if I could have found transportation," then response 2, " May be, it depends".

Question 3.5 is a little bit special. It is the only place in the Labour Force module where a skip goes backwards. If the person does not say yes to question 3.5, he goes backwards to question 3.4. From there on, all of the remaining questions go forwards.

If a person says "no" to question 3.3, meaning that they did not want to work last week, we ask why in question 3.4. The response categories are many of the common reasons people give for why they are not in the labour force. If one of these reasons is given, mark it. If another reason that is not on the list is given, mark "Something else" and write the reason in the box provided.

Question 3.6 asks how long people who are looking for work or who have recently found work had been looking as of the end of last week. "Last week" refers to the full week, Sunday through Saturday, prior to the interviewer's visit. Circle the appropriate code in 3.6 (whether in weeks, months, or years) and record the period given in the lower part of 3.6. It is best if you can get the response in weeks. This may not be possible for people who have been unemployed for a long time but please try to probe for an answer in weeks, especially for those people who have been looking for work for 6 months or less.

In question 3.7, we are looking for the person's activity immediately before they started looking for work this time. If the person was employed at some time in the past, then she stopped working when she had a baby and stayed home taking care of that baby for a year before starting to look for a job again, the correct answer would be homemaker. The employment was not the activity immediately before the job search began, so working would not be the correct answer.

In question 3.8 we are looking for the main reason the person has not searched for work in the past four weeks. The person may have many reasons, but we need to know which of them was most important and the biggest obstacle. Only one answer should be recorded. Do not read the list to the respondent. Instead, read the question and wait for them to offer an answer. Reading the responses on this question may lead people to give answers that are different than what they would have said otherwise. It is important that the respondent comes up with an answer rather than picking one from the list.

Question 3.9 asks about job search in the last 12 months. Since this is a different reference period than has been asked about in the other questions, it is important that you emphasize it.

Question 3.10 asks if the person has done any income generating activities in the past 12 months. People will hear this question right after the question asking if they looked for work in the past 12 months. Be sure to emphasize that in this question we are asking about actually working instead of just looking, so the respondent doesn't think the same question is being asked twice.

If the person tells us that they worked in the past 12 months in question 3.10, we ask them if they did any of this work in the past four weeks (question 3.11). Question 3.12 then asks if they have looked for work since leaving the last job they held (which may have been held in the last four weeks or earlier in the last year). If the person had multiple jobs in the past 12 months, we are referring to the period after the most recent one ended.

Question 3.13 asks if the person has ever worked for pay or profit or helped unpaid in a household business or farm. "Ever" here refers to the person's whole lifetime. We are trying to cover anything the person may have done to earn money or help in a household enterprise.

Question 3.14 asks when the respondent last worked at a job or business. The response categories are ranges, so even if the respondent does not remember exactly how long ago it was, he or she will likely be able to give an estimate that allows you to select the proper category.

The main reason the respondent stopped working in their last job or business is asked for in question 3.15. There may have been several, but the most important needs to be chosen. Only one reason may be recorded. Response category 1 lists several reasons that would have been initiated by the employer and that would mean the respondent didn't have a choice in whether or not the job ended. All of the other response categories are actions that would have been initiated by the respondent. Clearly, if the respondent gives several answers and one of them is a category 1 response like the business closing or the job ending, category 1 must be the one that is chosen as the main reason.

Question 3.16 asks if the respondent could have started a job last week if one were offered. Please be sure to emphasize that we are asking about last week. If the person says "no," they are asked why they were not available in question 3.17.

This is the last of the questions in this section of the survey. Which questions the respondent is asked next depends on his answers to questions 2.0B through 2.4B which were about his income generating activities in the past 12 months. If the respondent engaged in an income generating activity in the last 12 months (1 is circled for any item in column B), you should next ask section 6, which is about employment in the past 12 months. If only 2s are circled in column B, the respondent should be asked the questions in section 7, which is about domestic activities.

For this training, we will cover the next section of pages in the survey booklet, section 4 on employment and hours, next. During an interview however, no one would go through all sections of the survey.

## SECTION 4: EMPLOYMENT AND HOURS

**Purpose:** This section gathers information on the income generating work activities in the past week of household members aged 5 years and older. We will sometimes call these 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 ongoing job search activity and the desire for additional work hours are probed.

### **The Questions**

Question 4.0 asks if the respondent had more than one income generating activity in the last week. All income generating activities should be included here, not only jobs where the person is paid a wage. Examples of people who have more than one job or business and should say "yes" to this question include:

- A person who has a job as a cashier in a grocery store during the day and who sells airtime on the street in the evening,
- A person who makes baskets and sells them in the market and also milks the household's cows every day, and
- A person who runs a roofing business and also drives a boda-boda for hire.

If a person says "yes" to this question, it is important that you emphasize whether you are asking about the person's main job or second job in the later questions.

The goal of question 4.1 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 4.2 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. For both of these questions, it is important to record as much information as possible. It will be used later by someone in the central office to determine the most appropriate occupational and industry codes. Having people in the office make the occupational and industry classifications is preferable to it being done in the field because people in the office will have more time to think about exactly which code should be chosen and to look at the code list than would be available while the interview is still taking place.

Question 4.4 sorts 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:

- (01) – 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)
- (02) – 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.
- (03) - 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.
- (04) – Helping without pay in a family business – an example might be children putting stuffing in the seats of chairs built by their parents.
- (05) – 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.
- (06) – 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 section of questions for that type of worker. The sections are also marked by grey bars so they may be found more quickly.

Questions 4.6 through 4.11 may only be asked of employees. These questions ask about entitlement to various types of benefits through this job, as well as the type and duration 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 4.9, 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.

Question 4.10 addresses the type and duration of the employment agreement. If it is a fixed term, the next question asks for the duration of the contract. Someone with a formal contract lasting a year would be included here as would a casual labourer who was only hired for the day. An open ended appointment is a situation where the person is hired and will continue working until that person decides to stop or they are fired or laid off. An example might be a waitress who is hired by a restaurant. Neither the waitress nor the restaurant set a date that she will stop working there and either could decide to end the agreement. Permanent and pensionable means that the person is hired permanently and can expect to work there until retirement, at which time he will get a pension.

Questions 4.12 and 4.13 are for 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 4.14 is for apprentices and asks if they are paying or being paid for their apprenticeship. As many answers as are needed to fully capture the situation may be chosen here.

All types of workers, except those working on a household farm, are asked question 4.15. It asks about the type of organization of the person's main job.

Question 4.16 asks how many people work there (other than the respondent.) If the respondent is self employed and has no employees, the correct answer would be category 1, zero. Most of the other categories are ranges, so respondents do not need to know the exact number of employees at their place of work. If a person works for a chain store that has a number of locations, only the number of employees who work at the respondent's location should be reported. For example, a pump attendant at a Shell station would report the number of people who worked at that particular station, not try to guess how many people work at all of the Shell stations that exist.

Household farmers join all the other worker groups in being asked question 4.17; how many hours do you usually work at this job each week. Please stress that we are interested in usual hours in this question. This is the number of hours the person works on that job most weeks, even if last week was different because of sickness, holiday, or other reasons. Note that one of the Answers here is "V-Hours vary".

If the person says their hours on their main job vary, we ask 4.18 to find out if the person is usually at the job full time, that is, 20 hours or more a week.

4.19 ask those who work part time hours (fewer than 20 hours a week) if they would like to work 20 hours or more a week.

4.20 asks the main reason why people who work part time hours on their main jobs but who say they would like a full-time workweek, work part time hours. Please emphasize that we are looking for the main reason and only record one.

4.21 asks people who work part time on their main job and who do not want to work full time the main reason why that is.

Question 4.22A asks the respondent to report the number of hours they actually worked on their main job each day last week. Please stress to the respondent that we are interested in actual hours. These may be different than a respondent's usual hours due to sickness, holiday, childcare issues, or a number of other reasons.

Question 4.22B Checks Question 4.4 about the main activity the person was engaged in last week and asks the following corresponding Questions appropriately.

4.23 through 4.25 ask about the respondent's desire and availability to work additional hours. These, along with several other questions, attempt to measure underemployment.

4.26 and 4.27 are questions solely directed at farmers to attempt to gauge if they are farmers by choice or due to lack of other opportunities.

Question 4.28 asks for the primary activity the respondent was involved in before starting at this job or business. Obviously, most people looked for a job before finding one, but we are after the respondent's main activity. If the person had been in school and got a job after finishing, their answer would be student. If the person had been at home raising children before getting this job, she would report homemaker. Looking for work and trying to start a business should only be reported when they were the primary activities the person was involved in before starting this job. If the person gives either of these two responses, he is asked question 4.30. This helps us understand how long people look for work before starting a job.

After this question, you will need to look back at the respondent's answer to question 4.0 to see if they held more than one job last week. If they did, the next set of questions gathers essentially the same information but about the job the person spent the second most hours on last week. Beginning with PRE4.57 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.

After these questions, all respondents would continue on to section 5: Earnings.

## **SECTION 5: EARNINGS**

**Purpose:** This section gathers information on the earnings of household members aged 5 years and older who had wage or salary employment on their main or second job during the reference period, that is, those whose response to question 4.4 or 4.33 was 1.

### **The Questions**

For respondents who had wage and salary employment on their main job (the response to 4.4 was 1) the next section of the Labour module begins at question 5.0. Those who did not have wage employment on the first job but their second job was of job employment (4.4 was not 1 but 4.33 was) should begin the section at 5.10. Respondents who had these employment types on both their main and second jobs should begin at 5.0 and complete both sections. Earnings should be reported before taxes or other deductions are taken out.

Question 5.0 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 are asked for the set rate they are paid in question 5.1. Respondents will likely give the units needed in question 5.2 as part of their answer to question 5.1 (e.g. – 10,000 schillings a day) in which case you may record the answers for both questions simultaneously. If they do not volunteer the frequency, you will need to ask for it in 5.2. Two of the response categories for question 5.2, 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.

Those who report in 5.0 being paid in kind only are next asked question 5.8. Those who report one of the other types of payment in question 5.0 and who are also paid in kind should not include the value of their in kind payments when reporting their other earnings. They should report the value of their in kind payments separately when they are asked question 5.8.

Questions 5.3 through 5.4 are to be asked of respondents who gave responses other than "hourly" or "other" to question 5.0, so people who are paid at an hourly rate may be identified.

Question 5.5 asks for earnings from sales in the past week. Question 5.6 is very similar but simply asks for earnings last week. It is asked of people who reported that they are paid in "some other way" in question 5.0. Rather than have different questions to try to fit every contingency, the way these individuals are paid is captured in 5.0 and the total amount they earned in the past week is captured in 5.6.

Question 5.7 is for respondents who are paid on the basis of sales. Some of these respondents will be individuals who must pay various expenses, such as a boda boda driver who needs to pay for fuel. Other respondents will be paid on the basis of sales but not have expenses – such as a barber who does not rent a shop, or a car salesman paid a commission by the dealership where he works. This second group of people would simply report zero.

Questions 5.8 and 5.9 ask if any 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 circle one of the units of measure.

CK5 is a check to determine where the respondent goes next. If they had more than one job in the past week and in the second job they were employees (4.33 was 1) they go to question 5.10. Otherwise they next go to section 6.

Questions 5.10 through 5.20 are similar to 5.0 through 5.9 but are aimed at the respondent's second job.

At the end of this section, all respondents should proceed to section 6, which is about employment in the past 12 months.

## **SECTION 6: EMPLOYMENT IN THE LAST 12 MONTHS**

**Purpose:** This section collects information on employment activities in the last 12 months of household members age 5 and over. It is asked of all people who were employed in the past week as well as those who were unemployed or not in the labour force during the past week but who had worked at some point in the past 12 months. The goal is to find out about the job at which the person spent the most time over the course of the past 12 months. It could be work at a wage and salary job, in self-employment, as an unpaid worker in a household enterprise, or on a household farm. The person could still be engaged in the work or it could be a job that has ended.

### **The Questions**

PRE6.0 lets the respondent know that we are changing the reference period and will now be asking about activities in the past twelve months. It also routes people who answered section 4 of the survey to start at question 6.0 and those who did not to start at question 6.1.

Question 6.0 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, we record whether it was the main or second job held during the last week and skip to question 6.14. 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 section 4 are asked about it.

Question 6.16 is the next question that is not similar to one asked in section 4. In question 6.16, we ask during which of the past 12 months the respondent worked at this job. All of the months that the person worked at that job should be circled. Remember that we are interested in the past 12 months, not only the months in the current calendar year. For example, if the interview is being conducted in June 2009, we would be interested in knowing about June 2008 through May 2009.

Next, in question 6.17, we ask how many weeks the person usually worked at that job during the months that they held it. We understand that the number of weeks may have varied from month to month, so we ask for the usual number. The person can choose to report different numbers of weeks for months in the

high and low seasons for employment in that job, or one number of weeks for the whole period of employment.

In question 6.18, we ask how many hours the person usually worked at that job per week. The person can choose to report different numbers of hours for weeks in the high and low seasons for employment in that job, or one number of hours for the whole period of employment. If they cannot estimate the weekly hours worked, or if the number of hours varied, we ask if the person usually worked 20 hours or more per week at that job in question 6.19.

Finally, if the person answered 1, 2, 3, or 5 in question 6.3 (i.e.- that he was an employee, self-employed, or an apprentice on this job) we ask how much he usually earned at this job in question 6.20. The amount should include both cash payments and the value of in-kind payments, such as food and housing. The respondent may report the value for whichever time interval is easiest for him.

After completing this section, all respondents should be asked section 7, which is about domestic activities.

## **SECTION 7: DOMESTIC ACTIVITIES**

**Purpose:** This section collects information on some of the domestic 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 during the week, write "0." The time is recorded in minutes, therefore if a respondent the time in hours or a mixture of minutes and hours, convert the time in minutes.

### **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 7.0 and 7.1 on collecting firewood and fetching water.

Question 7.2 asks about time spent in the last week constructing housing, other buildings, roads, and wells for the private use of the household. Question 7.3 asks about making major repairs to them. Major repairs would include activities like remudding 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 7.4 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 7.5 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 7.6 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 7.7 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 7.8 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.

This is the last section of the Labour Force module. **Make sure to thank the respondents for their cooperation and participation in the Labour Force Module.**

### **Review Exercises**

True or False

- \_\_\_ 1. The information gathered on the household roster page may be obtained from one person.
- \_\_\_ 2. Everyone is asked if they know how to read and write.
- \_\_\_ 3. The labour force status questions are only asked of people age 18 and over.
- \_\_\_ 4. People only have to have worked for one hour last week to be asked the questions about employment.
- \_\_\_ 5. The respondent is a hairdresser and was in her shop every day last week waiting for customers but none came. She should be recorded as having worked last week.
- \_\_\_ 6. A person who conducts surveys for UBOS and raises chickens to sell should not be recorded as having more than one income generating activity in question 4.0 because farm related work doesn't count.

Circle the most appropriate answer

- 7. Dembe did not do any work in the past week, did not look for work or try to start a business in the past four weeks, and does not want a job because she is in school full time. What is her labour force status?
  - a. Employed
  - b. Unemployed
  - c. Not in the labour force
  - d. None of the above. This person wouldn't be in the survey.
- 8. A respondent tells you that he has a job repairing roads but that he did not work at this job last week because he has a broken leg. When his leg heals he will be back at the job. Should he be asked section 3 of the survey about unemployment or section 4 about employment?
  - a. Section 3: Unemployment
  - b. Section 4: Employment
  - c. Neither
- 9. A respondent gives answers 4, 6, and 14 to question 3.1. Which question should she be asked next?
  - a. 3.2
  - b. 3.5
  - c. 3.6
  - d. She may only give one answer to question 3.1.
- 10. When you ask question 3.15, Ochen responds that the store he was working in went out of business so since he didn't have that job anymore he took the opportunity to go back to school. What response should you record?

- a. 1 Lost job/job ended/business was sold/business closed down/laid off
  - b. 6 Going to school
  - c. 1 and 6
  - d. 11 Other, specify
11. Mary is an elementary school teacher. Last week was a school holiday so she did not teach. Instead, she worked on her family's land planting tomatoes. What occupation should be recorded in question 4.1?
- a. Unemployed
  - b. Vegetable farmer
  - c. Elementary school teacher
12. A woman lives with a family that she is not related to so she can clean their house, cook their meals, and take care of their children. She gets paid every week, is given three meals a day, and does not pay for housing. What kind of worker should she be recorded as in question 4.4?
- a. 1 Working for someone for pay
  - b. 2 An employer
  - c. 3 An own account worker
  - d. 4 Helping without pay in a household business
13. John was hired by Acme Cleaning Company and they pay his wage. Acme has contracts to clean the post office and several banks. Depending on the day, John either cleans the post office or a bank. What type of employer should be recorded in question 4.16?
- a. National government
  - b. Local government
  - c. A commercial bank
  - d. A private enterprise
  - e. National government and a commercial bank
14. Last week, a respondent worked at his knife and tool sharpening business as his main job. He only started the business a month ago. For the 11 months before that, he sold fish in the market 6 days a week. What should his answer be for question 6.0?
- a. Main job last week
  - b. Second job last week
  - c. Other work.

**Answers to Review Exercises**

1. True. The roster information may be obtained from any household member age 18 and over who is knowledgeable and able to provide it.
2. False. People of any age who have completed primary 7 or less are asked if they know how to read and write.
3. False. The labour force status questions are asked of all people age 5 and over.
4. True. A person who worked as little as one hour last week is asked the employment questions.
5. True. This person was at her business and waiting for customers so she is counted as working.
6. False. Farm related work does count. This person should be recorded as having more than one income generating activity in question 4.0. The activity he usually worked the most hours on per week would be his main job and he would answer questions about it beginning with question 4.1. The activity he spent less time on would be his second job and he would answer questions on it beginning with 4.31.
7. C. Not in the labour force.
8. B. Section 3: Employment. This person is temporarily absent from his job but he is still employed. A teacher who was not teaching last week because school was closed, a person who was attending a funeral, a new mother on maternity leave, and a person who was not at work because of bad weather are examples of similar situations.
9. C. 3.6. Responses 4 and 6, enquiring at workplaces and waiting where casual workers are found, are active job search activities that could lead directly to being hired. Reporting this type of activity sends the person to question 3.6, even if they also reported a passive job search activity such as 14, looking at job advertisements.
10. A. Ochen's job ended because the store closed. He did not have a choice in this, so it must be the main reason and is the one that is recorded. Going to school would not be recorded because only one response is allowed and this was not his main reason for leaving.
11. C. Elementary school teacher. As is read in PRE4.1, this question is about the job where the person usually works the most hours during the week, even if they were absent from it last week. Mary was absent from her teaching job last week because it was a school holiday, but it was still her main job and the one that should be reported.
12. A. This person is working for someone for pay. She is paid both in cash (her weekly pay) and in kind (her meals and housing). She will report these types of earnings in questions 5.1 and 5.8 of the earnings section of the survey.
13. D. A private enterprise. John is employed by Acme Cleaning Company which is a private enterprise. His work agreement is with them and they pay him. What kind of places they send him to does not matter in this question. We are only interested in what kind of company he works for, not the type of company of the places he is sent for his work. Similarly, you work for UBOS so your response to this question would be national government even though much of your work takes place in private households where you conduct the interviews.
14. C. Other work. Since he was doing different work in the job where he worked the most hours over the course of the past 12 months (selling fish in the market) than he was doing in the main job he was doing last week (sharpening knives) this section of the survey would go on to collect information on his work selling fish.

## CHAPTER FIVE

### Introduction

The 2009/10 Uganda National Household Survey will cover household enterprises and small-scale establishments as one of its modules. In the 10 households selected for the main socio-economic and labour force survey in an enumeration area, all household enterprise activities in those households will be surveyed through the relevant questionnaires. The particulars of enterprise activity of household members owned/possessed singly or jointly are to be recorded.

An establishment is a business activity carried out with an identifiable location, fixed location and address. Small scale establishments (employing less than 5 employees including the working proprietors) in the rural areas of the sampled districts will be listed and a sample of them will be investigated.

It should however be noted that coverage for the Informal Sector will only take place in the sampled EAs and will therefore be limited to

- ◆ Household based enterprises in both rural and urban areas and these will be identified at listing stage.
- ◆ A sample of 10 Non-household based enterprises will also be covered in each of the sampled EAs. These will be selected from the total number of non-household based businesses that will have been listed.

***How to sample Non-hh based enterprises:** during listing businesses will be stratified by activity grouping. From these a sample of 10 will be selected proportionally to the number in the grouping..*

*E.g. if Enumeration Area X has 40 non-hh based businesses distributed as follows:*

<b>Activity Grouping</b>	<b>No of Businesses</b>	<b>Proportion</b>	<b>Sample</b>
<i>Manufacturing &amp; Mining</i>	7	7/40	<b><math>7/40 \times 10 \approx 2</math></b>
<i>Trading &amp; Services</i>	10	10/40	<b><math>10/40 \times 10 \approx 2</math></b>
<i>Hotels &amp; Restaurants</i>	8	8/40	<b><math>8/40 \times 10 \approx 2</math></b>
<i>Agriculture</i>	15	15/40	<b><math>15/40 \times 10 \approx 4</math></b>
<b>Total</b>	<b>40</b>	<b><math>40/40=1</math></b>	<b>= 10</b>

### PART 4: INSTRUCTIONS TO FILL THE INFORMAL SECTOR SURVEY QUESTIONNAIRES

#### A. LIVESTOCK, POULTRY, BEE-KEEPING, FISHING AND CROP FARMING FOR CASH (At least 50% sold)

This questionnaire will be applicable to enterprises that are engaged in agriculture for mainly cash. This sector covers households involved in keeping cattle, sheep, goats, poultry, pigs, and those who deal in their products like hides, skins, eggs etc. It also includes bee-keeping activities for honey, and fishing activities and crop farming where a farmer sells off more than half of their produce.

#### SECTION 1A: HOUSEHOLD IDENTIFICATION PARTICULARS

The section is to be filled in the same way as in the socioeconomic questionnaire for items (1) - (5).

The household serial number is to be recorded in item {6} from column (2) of section 3 of the listing questionnaire for household enterprises. For establishments, the establishment serial number should be recorded from column (1), section 4.

1. For household based enterprises, item {7} (sample number) will be a 2-digit code, the sample number for the selected household where the enterprise is found. This will be copied from columns (7) to (14) of section 3 of the listing questionnaire.
2. For establishments, item {7} (sample number) will be a 2-digit code, the sample number for the selected establishments. This will be copied from columns (4) to (8) of section 4 of the listing questionnaire.

Against item {8} household codes for household enterprises will be recorded as follows:

In the first four boxes, record stratum code from item {1} of this section; In the next 5 boxes record the EA/LC 1 code from item {5} of this section, in the last 2 boxes record the sample number of the household as recorded against item {7} of this section.

For establishments, in the last 2 boxes, record the sample number of the establishment as recorded against item {7}.

Against item {9}, the name of the head of the household for household enterprises is to be recorded. For establishments, the name of the establishment operator is to be recorded. In case the name is different from what was recorded in the listing questionnaire, the reason should be explained as remarks on the last page of the socioeconomic questionnaire. An additional page may be used if more space is required, and attached inside the questionnaire.

The type of enterprise should be recorded by use of the codes given in the questionnaire. Household based (code 1) relates to household enterprises. Non-household based in sampled household (code 2) relates to an establishment operated by a sampled household. A non-household based outside a sampled household relates to an establishment operated by a non-sampled household.

The GPS coordinates (item 11) will be applicable to establishments only.

### SECTION 1B: STAFF DETAILS AND SURVEY TIME

This section will be filled in the same way as described above in the socioeconomic survey questionnaire.

### SECTION 2A: ACTIVITIES AND PRODUCTS OF THE BUSINESS ESTABLISHMENT

In this section, the background particulars of enterprise or the establishment activities of household members' owned/ possessed singly or jointly are to be recorded.

Against item (01), the description of the enterprise main activity is to be recorded.

Against item (02), the industry code for the enterprise should be recorded using the codes given in Annex II of this Manual.

### SECTION 2B: GENERAL INFORMATION

Against item (1), the year and month in which the enterprise was started or assumed should be recorded.

Against item (2), the type of premises where the business is conducted should be recorded using the codes given in the questionnaire.

Against item (3), record the type of ownership of the enterprise using the codes provided. The types of enterprise ownership are defined as follows:

- **Sole Proprietorship:** a business which is wholly owned by one person without limited liability and that one person has total responsibility for all aspects of risk-taking and management of the business.
- **Partnership a business:** that is wholly owned jointly by two or more persons without limited liability and for which the distribution of investment, risk-taking and management responsibility is as agreed between the partners (the agreement need not necessarily be in writing).
- **Religious:** A business owned by a religious group or church.
- **NGOs:** Business owned by a Non-Governmental Organisation
- **Others:** any type of the enterprise ownership different from those mentioned above and it should be with an explanation.

### SECTION 3: CREDIT AND MARKET INFORMATION

*In (1) Record the Main reason why this Business Activity chosen from the codes provided.*

*In (2) record the three most significant problems encountered in setting up the business. (Rank in order of Significance & Select from the codes below) i.e. the most significant is recorded in (2a)*

*In item (3a), record up to three major problems (if any) faced in running of the enterprise/establishment.*

*In item (3b), record up to three major problems (if any) faced in expansion of the enterprise/establishment.*

*Against item (4a) Record the Main\_source of Finance to Start-up this Business Activity? (Select from the given codes)*

*While in (4b) Record the Main\_source of Finance for the running of the Business Activity? (Select from the given codes)*

*If a Loan was received for Start-up of the Business in (5a) record the security required*

*If a Loan was received for running of the Business in (5b) record the security required*

*Against (6a) record the Repayment period while in (6b) record the amount paid per installment in Uganda shillings*

*In (7) ask whether there are concrete plans to expand the Business.*

*If there response is YES in (7) above, then in (8), record the main Plan as given by respondent.*

## **SECTION 5: CAPITAL EXPENDITURE AND EMPLOYMENT**

*1) The first part of this section (1) refers to the Assets used in the last 12 months.*

*Column (1): Type of Asset. Record all the assets used in the business activities in the past 12 month*

*Column (2): Ask and record the current value of the assets in Uganda shillings*

*Column (3): Ask for values of additions of assets during the past 12 months.*

*Column (4): Ask for the value of disposals of assets during the last 12 months*

*Column (5): Ownership of Asset*

*Record whether the asset is a: Personal Property, Rented, Leased or Shared.*

*Column (6): How is the asset used?*

*Record how the assets is used whether it is exclusively for business, or Shared with Household or Shared with another business or Otherwise (Specify)*

**2) Who are the persons engaged in this Business during the last 30 days/month?**

*Introduction*

*In this section, all the household and non-household members engaged in the household enterprise are to be listed. The characteristics and payments given to them (if any) are to be recorded in the relevant columns.*

*Column (1): Ser. no.*

*In this column record the serial number starting with household head and household members (if engaged in the household enterprise), then paid employees for all persons engaged in the household enterprise. Take care to check that all paid employees whether regular or casual have been listed, using additional sheets if deemed necessary. Paid household members are to be included as paid employees.*

*Column (2): ID. No.*

*The ID. No. in this column refers to only household members engaged in that particular enterprise. It should be copied from the socioeconomic questionnaire for each household individual who is engaged in that enterprise. Paid household members are also to have ID numbers. For other paid employees, record dashes in this column.*

*Column (3): Activity Status*

*This is the nature of someone's employment. The different categories of activity status are defined as follows:*

- *Working proprietors (including working partners) are those owners of the enterprise who regularly work there but do not get any salary or wage from the enterprise; but they only share profits, if any. If they receive salaries/wages, they should be classified as employees.*

- *Paid regular employees include all wage and salary earners i.e. directors, managers, employees, etc., who are working regularly and are on contract/understanding to work for a long term.*
- *Paid Casual Workers are paid workers taken for short-term employment, and laid off as soon as the specified work is finished. All those household members who work for the enterprise without any payment will be termed as unpaid household members.*
- *Unpaid household members are persons who work without pay in an enterprise operated by a relative living in the same household or at times in a different household.*
- *Other Unpaid Helpers include those persons who work for the enterprise and are not paid, excluding members of the household.*

*The Interviewer should exhaust each category of employment status in the household before going to another one. The appropriate nature of employment for each person engaged in the household enterprise should be recorded in this column.*

**Illustration**

*A mason who is contracted to construct a building at an agreed fee is an own account worker but the people he uses to construct the building are employees.*

***Columns (4) to (7) are meant for paid employees only. Record dashes for all unpaid household workers.***

*Column (4): Sex*

*Record code 1 for males and code 2 for females for all the listed persons who are engaged in the household enterprise.*

*Column (5): Age bracket*

*The age bracket refers to whether the person who in this case is engaged in the household enterprise is an adult or a child (minor). An adult is a person who is aged 18 years of age and above, whereas a child refers to a person aged less than 18 years. The age at the last birthday is counted in completed years. Record the age bracket for all persons engaged in the household enterprise in this column.*

*Where someone does not know his/her age, it will be indirectly estimated based on the age of another member of the household, or by referring to important events of national or historical events or as a last resort by looking at the person.*

*Columns (6) and (7): Payment*

*In column (6), record the cash payments made to persons engaged in the household enterprise during the last 30 days or the monthly payment. Cash payments include wages and salaries plus any cash allowance paid that result from employment. The latter include allowances for housing, transport, meals, etc. the only other condition being the payments are made in cash to the employees giving them the right to choose how to dispose of it.*

*The payment in kind should be recorded in column (7). Payment-in-kind include employer products, staff meals, free or subsidized housing, transport for own use, health services, etc.*

*It should be noted that the payment in columns (6 and 7) is only applicable to 'paid regular employees' and 'paid casual workers' (codes 2 and 3) only.*

*Column (8): Periodicity of Payment*

*Record how that particular employee is paid the stated wages and salaries in column 6 & 7*

*Column (9): days worked.*

*Record the number of days the employee worked in the last 1 month.*

*Column (10): How many employees did you have a month ago?*

*Give the number of persons who worked in that enterprise in the past month.*

**SECTION 6: EXPENDITURE AND INCOME**

In this section, information regarding the *costs on non-labour inputs during the last 30 days will be recorded. The costs include expenditure on animal, poultry, and fish feeds, pesticides, fungicides, veterinary services etc. which are to be recorded in this section. Also included are the enterprise costs on water, electricity, fuel, spare parts, package materials, rent, etc. The value of rent where rent is paid in lump some of several months, adjustments should be made to record rent for only one month.*

#### **SECTION 6B: TOTAL SALES OF POULTRY AND LIVESTOCK DURING THE LAST 30 DAYS**

*In column (1), the item no. of product and in column (2), the description of the product are given. In column (3), record the unit of quantity of the product (in most cases it will be numbers). The units of quantity are given in Annex III of this Manual.*

*In column (4), the stock on date of survey refers to the number of each item (bird or animal) that will be available on the date of survey. The Interviewer should record the available number of each item present as at the time of interview.*

*Column (5) - the opening stock relates to the number of each item (animal or bird) that was available 30 days ago prior to the date of survey.*

*Column (6) - refers to the number of each item that was purchased within a period of 30 days as on the date of survey.*

*Column (7) - refers to the number of each item that was born within a period of 30 days as on the date of survey. It will include items that were born and later died within that period.*

*Column (8) - refers to items that died or got lost, or those that were stolen during the period of enquiry.*

*Column (9) - Refers to the number of items that were consumed, given away as gifts, or offered as sacrifice during the above specified reference period.*

*Column (10) - refers to the number of items sold within a period of 30 days as on the date of survey.*

*Column (11) and (12) - The value the items purchased (in column (6)) and those sold (in column (10)) should be recorded in these two columns. The total value of sales rather than the average value should be recorded.*

#### **SECTION 6C: TOTAL SALES OF THE 5 MAIN CROPS DURING THE LAST 30 DAYS**

*In column (1), the item Serial number of the crop product and in column (2), record the description or name of the crop given.*

*In column (3); this will be filled in office with CPC codes corresponding to the crop description.*

*In column (4) record the unit of quantity of the product (in most cases it will be Kg). The units of quantity are given in Annex III of this Manual.*

*In column (5), the quantity sold. - refers to the total quantity of crop product sold. The Interviewer should record the total quantity sold with in the last 30 days from the time of interview.*

*Column (6) – Unit value; this refers the cost per unit quantity specified in column 4.*

*Column (7) –: Total value in shillings. Total amount of money received from each crop product, this should be equal to column6 x column5.*

#### **SECTION 6D: TOTAL SALES OF LIVESTOCK, POULTRY, AND FISH PRODUCTS DURING THE LAST 30 DAYS**

*In column (1), the item no. of product and in column(2), the description of the product are given. In column (3), record the unit of quantity of the product using the codes given at end of this manual. Record the quantity sold during the last 30 days in column (4) and its corresponding value in column (5).*

*Record the quantity consumed or given away as gifts during the last 30 days in column (6) and its corresponding value in column (7).*

Column (8), Current stock refers to quantity of each item listed in the questionnaire that will be available as on the date of survey. The quantity should be recorded in the unit of quantity that will be reported in column (3).

#### **SECTION 6E: INCOME RECEIVED OTHER THAN SALE OF PRODUCTS**

*This section is applicable to the income accruing from the enterprise activities i.e. resale of goods in same condition as purchased (trade), receipts from services rendered to others, resale of inputs in the same condition as purchased, or the transfer of input items of the enterprise to the household. It also includes transfer of input items given free or gifts to relatives, friend, customers, etc.*

#### **B. INSTRUCTIONS TO COMPLETE THE INFORMAL SECTOR QUESTIONNAIRE – FORESTRY**

*This questionnaire will be applicable to households engaged in forestry activities, which include growing of standing timber, transplanting, thinning, and conservation of forests. It also includes cutting down trees into logs for timber, collecting herbs for medicines, collecting forest fruits, etc. Pit-sawing and saw milling should not be included in this questionnaire, these are manufacturing activities. Note that plants grown for a particular purpose e.g. medicinal plants, mushrooms etc., should not be included in forestry activities. These will be treated under crop farming.*

*Sections 1 – 6 are similar to those in the livestock, poultry, fishing, and forestry questionnaire.*

#### **SECTION 6B: TOTAL SALES AND OTHER INCOME DURING THE LAST 30 DAYS**

*Item (1): Wood for timber*

*Refers to pieces of logs or trees produced and sold for the purpose of producing timber from them. A log is a solid part of a tree cut near the ground level and branches. It excludes the activities of saw-milling or pit-sawing or producing timber as that is classified under manufacturing.*

*Item (2): Wood for firewood*

*Refers to dry wood or dry vegetation burned to get fire/heat for cooking, or heating or lighting.*

*Item (3): Wood for poles*

*Poles are small, long straight trees used for construction, fencing, or supporting electricity and telephone wires.*

*Item (4): Weeds and twigs for handicraft materials*

*Refers to the act of collecting the handicraft materials from the forest/bush. The act of handicraft making is classified under manufacturing.*

*Item (5): Herbs for medicines*

**Refers to the collecting of the herbs, which are used for making medicine. The act of making medicine is classified under manufacturing.**

*Item (6): Bush/forest meat*

**This refers to meat of wild animals that is hunted from forests/bush.**

*Item (7): Forest foods/fruits*

**This refers to the foods and fruits collected from forests/bush. These include any wild fruits, mushrooms, etc.**

Columns (1) and (2), the item number and description of the item are given in the questionnaire.

Column (3), the unit of quantity of the item should be recorded. The units of quantity are given in Annex III of this Manual.

Column (4), refers to the quantity of each item sold during the last 30 days as on the date of survey.

Column (5), refers to the value of the items sold during the last 30 days as on the date of survey.

Column (6), refers to the quantity consumed or given away as gifts of each item of the household enterprise during the last 30 days as on the date of survey.

Column (7), refers to value of each item sold during the last 30 days as on the date of survey.

Column (8), refers the quantity of each item that will be available on the date of survey.

#### **SECTION 6C: OTHER RECEIPTS**

*This section is applicable to the income accruing from the enterprise activities i.e. resale of goods in same condition as purchased (trade), receipts from services rendered to others, resale of inputs in the same condition as purchased, or the transfer of input items of the enterprise to the household. It also includes transfer of input items given free or gifts to relatives, friend, customers, etc.*

#### **C. INSTRUCTIONS TO COMPLETE THE INFORMAL SECTOR QUESTIONNAIRE – MINING, QUARRYING, AND MANUFACTURING**

*This questionnaire will be applicable to enterprises that are engaged in mining (sand, etc.), quarrying (crushing stones etc), manufacturing (saw-milling, charcoal making, preserving fish e.g. fish smoking, baking, brewing, making textiles, basket making, furniture making, metal works, brick making, etc).*

*Sections 1 – 5 are similar to those in the livestock, poultry, fishing, and forestry questionnaire.*

#### **SECTION 6A: OUTPUT, TRANSFERS, SALES AND STOCKS OF PRODUCTS DURING LAST 30 DAYS**

*Item no. is given in column (1), and in column (2), describe the type of product. In column (3), codes for the unit of quantity are to be recorded using the code-list booklet. In column (4), record the output price per unit of the product that is stated in column (1) The total output of each product during the last 30 days is to be recorded in (5) and the corresponding value of the total output is to be recorded in column (6). In columns (7) and (8), the quantity and value of sales of each product during the last 30 days as on the date of survey is to be recorded respectively.*

*The quantity consumed by the household members will be recorded in column (9), the quantity transferred as materials in other household enterprises will be recorded in column (10). All other transfers including payment as rent, gifts to others etc, are to be recorded in column (11).*

**SECTION 6B: OTHER RECEIPTS**

*Enterprises in addition to their main output recorded in section 5A, occasionally provide some services to other enterprises or selling some of their raw materials and other inputs. This section is applicable to the income accruing from the enterprise activities i.e. resale of goods in same condition as purchased (trade), receipts from services rendered to others, resale of inputs in the same condition as purchased, or the transfer of input items of the enterprise to the household. It also includes transfer of input items given free or gifts to relatives, friend, customers, etc.*

**D. INSTRUCTIONS TO COMPLETE THE INFORMAL SECTOR QUESTIONNAIRE – TRADE AND SERVICES**

*This questionnaire will be applicable to enterprises that are engaged in trade i.e. retail trade mostly and the repair of personal and household goods (e.g. radios, watches, television sets, etc.), transport (both on land and water including those who own taxis, boda-boda, boats, canoes etc.), real estate activities, photographic activities, washing and dry-cleaning, hairdressing, and all other services.*

Sections 1 – 5 are similar to those in the livestock, poultry, fishing, and forestry questionnaire. Take care that in section 4, costs of purchasing principal goods included in section 5A should not be included.

**SECTION 6A: DETAILS FOR PRINCIPAL GOODS SOLD DURING THE LAST 30 DAYS.**

*This section is applicable to household enterprises that resale goods in the same goods as purchased (trading) only.*

*In column (1), record the item number starting with the major items in the enterprise. These can be listed up to five major items. The rest should be grouped together and their value should be recorded. Describe the type of item in column (2). The units of quantity are to be recorded in column (3) using the codes for unit of quantity provided in Annex II of this Manual of Instructions. The quantities, unit price and values of purchases made during the last 30 days are to be recorded in column (4), (5), and (6) respectively. [A separate column for Item code will be provided later to ensure uniformity in recording the same item but for different households]*

*The quantities, unit cost and values of sales made during the last 30 days are to be recorded in column (7), (8), and (9) respectively. If one or more items which was purchased are transferred for household consumption, they should be recorded in sales as well.*

**SECTION 6B: OTHER RECEIPTS**

*This section relates to other receipts of the enterprise other than trade (for trading households) and to all service enterprises.*

*Enterprises in addition to their main output recorded in section 5A, provide occasionally some services to other enterprises or selling some of their raw materials and other inputs. This section is applicable to the income accruing from the enterprise activities i.e. resale of goods in same condition as purchased (trade), receipts from services rendered to others, resale of inputs in the same condition as purchased, or the transfer of input items of the enterprise to the household. It also includes transfer of input items given free or gifts to relatives, friend, customers, etc.*

**E. INSTRUCTIONS TO COMPLETE THE INFORMAL SECTOR QUESTIONNAIRE – HOTELS, LODGES, BARS, RESTAURANTS, AND EATING PLACES**

*This questionnaire is applicable to household enterprises or small-scale establishments engaged in hotels, lodging houses, bars, restaurants, selling tea and cooked food, and cafes.*

Sections 1 – 5 are similar to those in the other Informal Sector Questionnaires.

**SECTION 5: VALUE OF RECEIPTS, SERVICES, AND GOODS SOLD DURING THE LAST 30 DAYS**

*In this section, all receipts from customers (output) or otherwise during the last 30 days are to be recorded.*

*Against item (1), all payments made by customers as accommodation charges inclusive of government charges are to be recorded in column (3).*

*Items (2) and (3) are for payments made for foods and drinks consumed by customers in the premises of the enterprise or taken away for consumption outside are to be recorded in column (3). Payments inclusive of V.A.T. and government taxes are to be recorded.*

*Item (4) is for the sale of input items, if any, or goods purchased for resale which should be recorded in column (3).*

*The enterprise may be providing a number of personal services and charging them separately or additionally. All such charges are to be recorded against item (5).*

*Items (6) and (7) are for recording goods and services consumed by the owners and their household members or given free to friends, relatives, and others respectively.*

**ANNEX 1: CODES FOR STAYING IN HOUSEHOLD FOR LESS THAN 12 MONTHS**

<i>New arrivals</i>	
<i>New born</i> .....	1
<i>Returned home from abduction/displacement</i> .....	2
<i>To escape insecurity from home area</i> .....	3
<i>Bad living conditions at home</i> .....	4
<i>To look for work</i> .....	5
<i>Other economic reasons</i> .....	6
<i>Education</i> .....	7
<i>Marriage</i> .....	8
<i>Divorce</i> .....	9
 <i>Members that left</i>	
<i>Deceased</i> .....	10
<i>To escape insecurity from this area</i> .....	11
<i>Looking for work elsewhere</i> .....	12
<i>Other economic reasons</i> .....	13
<i>Illness</i> .....	14
<i>Education</i> .....	15
<i>Marriage</i> .....	16
<i>Divorce</i> .....	17
<i>Started own household</i> .....	18
<i>Abducted/disappeared</i> .....	19
<i>Other specify</i> ).....	20

**ANNEX 2: CODES FOR HIGHEST EDUCATION LEVEL ATTAINED**

<i>Some schooling but not Completed P.1.....</i>	10
<i>Completed P.1.....</i>	11
<i>Completed P.2.....</i>	12
<i>Completed P.3.....</i>	13
<i>Completed P.4.....</i>	14
<i>Completed P.5.....</i>	15
<i>Completed P.6.....</i>	16
<i>Completed P.7.....</i>	17
<i>Completed J.1.....</i>	21
<i>Completed J.2.....</i>	22
<i>Completed J.3.....</i>	23
<i>Completed S.1.....</i>	31
<i>Completed S.2.....</i>	32
<i>Completed S.3.....</i>	33
<i>Completed S.4.....</i>	34
<i>Completed S.5.....</i>	35
<i>Completed S.6.....</i>	36
<i>Completed Post primary Specialized training or Certificate.....</i>	41
<i>Completed Post secondary Specialized training or diploma.....</i>	51
<i>Completed Degree and above.....</i>	61
<i>Don't Know.....</i>	99

**ANNEX 3: CODES FOR AREA OF SPECIALISATION**

<i>General Programmes</i> .....	00
<i>Education</i> .....	01
<i>Humanities and Arts</i> .....	02
<i>Social Science, Business and Law</i> .....	03
<i>Life Sciences</i> .....	42
<i>Physical Sciences</i> .....	43
<i>Mathematics and Statistics</i> .....	46
<i>Computing</i> .....	48
<i>Engineering and engineering trades</i> .....	52
<i>Manufacturing and Processing</i> .....	54
<i>Architecture and Building</i> .....	58
<i>Agriculture, Forestry and Fishery</i> .....	62
<i>Veterinary</i> .....	64
<i>Health</i> .....	72
<i>Social Services</i> .....	76
<i>Services</i> .....	08
<i>Don't Know</i> .....	98

**ANNEX 4: CODES FOR CURRENT SCHOOLING STATUS**

<i>Attending nursery, kindergarten etc (lower than P.1) .....</i>	01
<i>Attending P.1.....</i>	10
<i>Attending P.2.....</i>	11
<i>Attending P.3.....</i>	12
<i>Attending P.4.....</i>	13
<i>Attending P.5.....</i>	14
<i>Attending P.6.....</i>	15
<i>Attending P.7.....</i>	16
<i>Attending S.1.....</i>	30
<i>Attending S.2.....</i>	31
<i>Attending S.3.....</i>	32
<i>Attending S.4.....</i>	33
<i>Attending S.5.....</i>	34
<i>Attending S.6.....</i>	35
<i>Attending post primary/junior specialized training or certificate or diploma....</i>	40
<i>Attending Post secondary Specialized training or diploma.....</i>	50
<i>Attending Degree and above.....</i>	61
<i>Don't Know.....</i>	99

**ANNEX 5: CODES FOR UNIT OF QUANTITY**

Sr. No.	UNIT	CODE
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 6: DISTRICT CODES**

<i>CENTRAL REGION</i>			<b>NORTHERN REGION</b>		
<b>REGION CODE</b>	<b><i>DISTRICT</i></b>	<b><i>DISTRICT CODE</i></b>	<b>REGION CODE</b>	<b><i>DISTRICT</i></b>	<b><i>DISTRICT CODE</i></b>
<i>1</i>			<b>3</b>		
	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
<i>EASTERN REGION</i>			<b>WESTERN REGION</b>		
<b>REGION CODE</b>	<b><i>DISTRICT</i></b>	<b><i>DISTRICT CODE</i></b>	<b>REGION CODE</b>	<b><i>DISTRICT</i></b>	<b><i>DISTRICT CODE</i></b>
<i>2</i>	BUGIRI	201	<b>4</b>	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 7: 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 Labourers*
- 918 *Other Elementary Service Workers not elsewhere classified.*
  
- 92 *Agricultural, Fishery and Related Labourers*
- 921 *Agricultural, Fishery and Related Labourers*
  
- 93 *Other Labourers*
- 931 *Labourers in Mining*
- 932 *Construction Labourers*
- 933 *Manufacturing Labourers*
- 934 *Transport Labourers*
- 935 *General Labourers*
  
- 94 *Supervisors of Elementary Occupations*
- 941 *Foremen/Supervisors in Elementary Occupation Services*

*Others*  
**999** *Not Reported*  
**Blank** *Not Applicable*

## **ANNEX 8: 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 man-made fibres
- 252** Manufacture of man-made fibres

- 261 Manufacture of rubber products
- 269 Manufacture of plastic products
- 271 Manufacturer of glass and glass products
- 272 Manufacture of non-metallic mineral products not elsewhere classified.
- 273 Manufacture of basic iron and steel
- 281 Manufacture of basic precious and non-ferrous metals
- 289 Casting of metals
- 291 Manufacture of structural metal products, tanks, reservoirs and steam generators
- 292 Manufacture of other fabricated metal products; metal working service Activities
- 293 Manufacture of general purpose machinery
- 300 Manufacture of special purpose machinery
- 311 Manufacture of domestic appliances not elsewhere classified.
- 312 Manufacture of office, accounting and computing machinery
- 313 Manufacture of electric motors, generators, and transformers
- 314 Manufacture of electricity distribution and control apparatus
- 315 Manufacture of insulated wire and cable
- 319 Manufacture of accumulators, primary cells and primary batteries
- 321 Manufacture of electric lamps and lighting equipment
- 322 Manufacture of other electrical equipment not elsewhere classified.
- 323 Manufacture of electronic valves and tubes and other electronic components
- 331 Manufacture of television and radio transmitters and apparatus for line telephony and line telegraphy
- 332 Manufacture of television and radio receivers, sound or video recording or reproducing apparatus, and associated goods
- 333 Manufacture of medical appliances and instruments and appliances for measuring, checking, testing, navigating and other purposes, except optical instruments
- 341 Manufacture of optical instruments and photographic equipment
- 342 Manufacture of watches and clocks
- 343 Manufacture of motor vehicles
- 351 Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and Semi-trailers
- 352 Manufacture of parts and accessories for motor vehicles and their engines
- 353 Building and repairing of ships and boats
- 359 Manufacture of railway and tramway locomotives and rolling stock
- 361 Manufacture of aircraft and spacecraft
- 369 Manufacture of transport equipment not elsewhere classified.
- 371 Manufacture of furniture
- 372 Manufacturing not elsewhere classified
- Recycling of metal waste and scrap
- 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 instillation
  - 454 Building completion
  - 455 Renting of construction or demolition equipment with operator
- 7 *SALE, MAINTANANCE, AND REPAIR, OF MOTOR VEHICLES, MOTORCYCLES AND PERSONAL AND HOUSEHOLD GOODS*
  - 501 Sale of motor vehicles

502	Maintenance and repair of motor vehicles
503	Sale of motor vehicle parts and accessories
504	Sale, maintenance and repair of motorcycles and related parts and accessories
505	Retail sale of automotive fuel
511	Wholesale on a fee or contract basis
512	Wholesale of agricultural raw materials, live animals, food, beverages and tobacco
513	Wholesale of household goods
514	Wholesale of non-agricultural intermediate products, waste and scrap
515	Wholesale of machinery, equipment and supplies
519	Other wholesale
521	Non-specialised retail trade in stores
522	Retail sale of food, beverages and tobacco in specialised store
523	Other retail trade of new goods in specialised stores
524	Retail sale of second-hand goods in stores
525	Retail trade not in stores
526	Repair of personal and household goods
8	<i>HOTELS AND RESTAURANTS</i>
551	Hotels; camping sites, and other provision of short-stay accommodation
552	Restaurants, bars and canteens
9	<i>TRANSPORT, STORAGE AND COMMUNICATIONS</i>
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	<i>FINANCIAL INTERMEDIATION</i>
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	<i>REAL ESTATE, RENTING AND BUSINESS ACTIVITIES</i>
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

- 742 research and public opinion polling; business and management consultancy
  - 743 Architectural, engineering and other technical activities
  - 749 Advertising
  - 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