

NATIONAL BUREAU OF STATISTICS

# Enumerator Manual

National Panel Survey (NPS 2014-2015)

**Feed the Future Interim Supplemental Survey**

Apr 2016

[ UNITED REPUBLIC OF TANZANIA ]

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# General Instructions

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## Introduction

For planning processes such as the design of social programs, investment in infrastructure or the evaluation of policy, data is needed. Household surveys are one way to obtain such data. The data from this survey help inform policies for addressing needs of women that are involved in agricultural activities.

## Research Aims /Objectives

The main objectives of the present household research project is in the following regions: Dodoma, Manyara, Morogoro, Mbeya, Iringa, and all three regions on Unguja in Zanzibar. The goal is to collect information on: availability of food in the household, women's ability to make decisions in the household, women's dietary diversity, and how different members of the household use their time.

## Confidentiality

Data collected from household members is confidential, as directed by the legal act 1:{2002} and should not be exposed to unauthorized persons unrelated to this research. Personal identifying details will not be removed before the data is released to researchers. This information will only be used for planning and future identification purposes. It is necessary to ensure respondents that the information they give will remain confidential and be used for research purposes only.

## Definition of Household

The world **household** refers to people who live together, share the same meal, and contribute to the household income and also basic needs. In other words, residents of a household share the same centre of production and consume from that centre. Even those persons who are not blood relations (such as servants, lodgers, or agricultural laborers) are members of the household if they have stayed in the household at least 3 months of the past 6 months and take food from the "same pot."

### **Exceptions:**

Consider as household member:

- A newborn child less than 3 months old.

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

## Selecting the Correct Respondent

The respondent for the modules in this questionnaire will depend on the respondent. Be sure that you are asking the module to the correct person. The respondent for the module should be the following:

- **Module B:** Head of household
- **Module C:** Primary person responsible for preparing the food for the household
- **Module D:** All female household members age 15-49 years old
- **Module E-Module K:** Primary male decision maker and primary female decision maker in the household

For the modules from module E to module K, the **primary male and female respondents** are those which are self-identified as the primary members responsible for the decision making, both social and economic decisions related to agriculture, within the household.

A few rules to follow to select the correct household member as the respondent:

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

## Responsibilities

The following section identifies the responsibilities of enumerators conducting this household research. Instructions given here relate to tools and procedures for work at the job-site. As in any other kind of work, unforeseen obstacles may develop during implementation of the research. To address these

problems, it is important that the supervisor remain in clear and frequent communication with the head office in Dar es Salaam.

## Research Tools

Each interviewer should have the following on their person:

- (i) Letter of introduction
- (ii) Enumerator manual
- (iii) Tablet
- (iv) Pre-printed Roster Sheet

Supervisors will be given some of the aforementioned items together with a list of the households in the given area.

### HOW DO WE GET INTO THE RESPECTIVE HOUSEHOLD FOR THE FIRST TIME?

Before initiating an interview in any give enumeration area, make sure that the village executive office (VEO) is aware of your presence. The interviewer should show his/her identity card and introductory letter to the village leaders at this time. Your supervisor will show the village leaders the list of households you are to interview, and then these leaders can introduce you to them. The interviewer will be responsible for explaining the purpose of his/her arrival to each household. The interviewer should be neat, respectful, and dressed appropriately. Female interviewers should wear *khanga* to cover themselves when sitting, due to the lack of chairs in certain households.

### WHAT SHOULD BE DONE IF THE HOUSEHOLD IS UNAVAILABLE?

If the household is unavailable, the interviewer should talk to the household to decide on a time when it would be better to interview the household.

### WHAT SHOULD BE DONE IF THE HOUSEHOLD HAS MOVED?

For this supplemental survey, we will be only tracking the households that have **moved together** to another location that is within an hour drive from their original location ('local tracking'). We will not be tracking individuals that have shifted from their original household. If a household has split and moved to several different locations, then we will only try to track the household head if he/she has moved to a location that is within an hour drive from the original location. Unlike in the NPS, the interviewer does

not have to fill out a T-1 tracking form or a T-2 tracking form for tracking cases. Always inform the supervisor about all households or individuals that have moved so that the supervisor can report it back to headquarters.

#### WHAT SHOULD BE DONE IF THE HOUSEHOLD IS NOT AVAILABLE WHEN YOU ARE IN THE EA?

If the household has not shifted location but they are not available when you are in the EA (ie traveling, busy with a ceremony, etc), then you should tell your supervisor about this household. If the team passes nearby the area at a later time during fieldwork, then the team should try to see if the household is available and interview them.

#### WHAT SHOULD BE DONE IF A HOUSEHOLD REFUSES TO PARTICIPATE?

The interviewer should do their best to earn the maximum cooperation of the individuals to be interviewed. Interviewers should inform respondents in advance that the research is for the benefit of the country. The interviewer should also seek for help from village leaders if they encounter severe obstacles. If an individual continues to refuse to participate in the survey, the interviewer should report this to the supervisor.

#### HOW SHOULD WE CONDUCT AN INTERVIEW?

Fill in the household preliminary information in the part A-1: HOUSEHOLD INFORMATION. The Identification Code for Regional, District, Ward, Village and enumeration area (EA) will be given to you by your supervisor, as well as the household number, Name of the household head and the list of households that will be interviewed. Remember, the household number is obtained from the tracking form.

The success of this survey depends on the responsibility and commitment of supervisors and interviewers. Make sure you collect the data correctly and that you build warm relationships with the interviewed households in your area. Make sure you arrive promptly at each household. Follow the pre-instructions and procedures, bearing in mind that you should return to the household regularly.

## Responsibilities of the Interviewer

As in many research projects, the interviewer is of fundamental importance. It is critical that the interviewer collect the necessary data/information accurately, as the whole research project depends on the way the interviewer fulfills his/her responsibilities:

- (i) The interviewer must follow instructions step-by-step to successfully accomplish their tasks
  
- (ii) The interviewer should generate warm relationships with their respondents, in order to receive accurate responses. Have confidence, and familiarize yourself with the traditions and customs of the given society you are working in. The interviewer should make eye contact with the respondents and not look only at the tablet during the entire interview.
  
- (iii) The first-impression that the interviewer makes to the respondent, in terms of their manner of speech and dress, has great importance for the accuracy of the results, so do your best to look and act appropriately.
  
- (iv) The interviewer should present him or herself with confidence and as someone who knows what they are doing. Additionally, the interviewer should never mention the gift/reward offered at the end of the survey before it is complete, as this may affect the accuracy of information obtained from respondents.
  
- (v) The interviewer must mention and emphasize the confidentiality of this research. The interview should be conducted between the interviewer and the respondent only; no other persons who do not pertain to the household should be present during the interview, unless allowed by the head of the household and for an important reason.
  
- (vi) The interviewer must remember that the interviewer's role is to ask questions, whereas the respondent's role is to answer them. Therefore, the interviewer must not offer suggestions to the respondent. Nor should the interviewer express annoyance or any other reaction in response to the answers given by the respondent, as this may bias the data collected.

(vii) If the respondent does not readily respond to a question, the interviewer should remind them of the objectives of the research, as well as the confidentiality of the information given. But in no case should the interviewer force the respondent to answer.

(viii) The survey includes a large number of questions but the interviewer must always follow correct sequence the, and manage the process effectively. If the respondent digresses during his/her responses, the interviewer should let the respondent do so and not seek to intervene in their speech. But after listening to him/her to the end, the interviewer should try to politely direct them back to the original question as in the questionnaire

(ix) You have to report to the supervisor immediately when you have the 'call back' so that the supervisor can prepare the schedule for the next day.

(x) It is important that the interviewer establishes a pre-agreement with the respondent about the time and place of the interview, and that they meet them promptly at the time and location that they prefer.

If the interviewer encounters any problem, he/she should petition help from their supervisor. It is important to remember that by collaborating in this way with the supervisor, the best data will be obtained.

# Pre-Printed Roster Form

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Every household that was visited in the previous round of the survey will have a pre-printed roster form, called T-0 form. The form will contain the information that you will need to re-locate the household. The form will also instruct you on the appropriate forms to fill in for both household members that remained in the household and those that have left. The “Tracking” section that appears later in this manual will give you all the details you need to complete this form and the other forms as needed. What is important for the household questionnaire is that you have the household ID number for the original household (which you must copy carefully and accurately onto the cover of the household questionnaire) and the original roster numbers for the respondents (which are needed to complete question 6 of section B.)

## Section A-1: Household Identification

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This section contains basic information on the household, such as location, head of household, and GPS coordinates. We start with name of the region and its corresponding code (the code of the region has only two figures, example, Dodoma region is coded 01). It is followed by the names of the district, ward, village and EA with their codes.

**Question 6.** Record the name of the name of the sub-village (kitongoji) in rural areas or neighborhood (mtaa) in urban areas.

**Question 7.** Record whether the household is located in an urban area or a rural area.

**Question 8.** Copy the full 7-digit household identification number from the pre-printed roster sheet. This number should be the same as the one printed on the sheet even if the household has moved to a new location. It is extremely important that you copy this number accurately as it will be used to link the data between this survey and the NPS.

**Question 9.** Record the name of the current household head. If the household head is the same as the head at the time when the household was interviewed for NPS Round 4, then record the same name. If the head has changed, you should write the name of the new head here.

**Question 10.** You will write a description of the location of the households: like the name of the neighboring household head, house number, telephone number and other important features like school, church, mosque, police station, etc which can help a person to locate the household. This information will be used to locate the household in the future.

**Question 11.** Take the GPS measurement of the location of the household. Record the coordinates from the GPS machine. Be careful that you record the numbers of the coordinates correctly, and that you write the latitude and longitude in the correct boxes.

## Section A-2: Survey Staff Details

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**Question 12.** Enumerator code. Every enumerator will be assigned a code; the enumerator should always record his/her code for each and every interview he/she conducts.

**Question 13.** Name of enumerator. Here the interviewer writes his/her full name.

**Question 14.** Date of the Interview. Write the date of the interview with the household. Start with day, month and then year.

**Question 15.** Time interview start. The interviewer should record the starting time of the interview.

### Introduction to the household to be interviewed

You have to read the letter of introduction confidently, and then give time for the respondent to ask questions. The interviewer should explain the content of the questionnaire: availability of food in the household, the diets of female members of the household, the role of women in the household, and the use of time by different household members, etc. You should read the entire introduction to the respondent before beginning the interview.

## Section B: Household Member Roster

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This section collects basic information about the household members, such as gender, date of birth and relationship to the head of household.

**Question 1 – Question 4.** The information of household members that were present when the household was interviewed for NPS round 4 will already be filled. The information that you will see for the household members will be: full name, sex, date of birth, and age. If new members have joined the household since they have last been interviewed, add the full names of new members to the roster after the members that are already listed. After listing, read out the names to the household head to make sure that all household members are listed. Record this information for new members.

It is possible that household members may not remember the year of his/her birth. Then the interviewer should use the following events to help the respondent to remember the year.

Events	Year
Start of First World War	1914
End of First World War	1918
Start of British rule in Tanganyika	1919
Start of Second World War	1938
End of Second World War	1945
Birth of TANU	1954
Independence of Tanganyika	1961
Zanzibar revolution and Zanzibar-Tanganyika Union	1964
Arusha declaration	1967
Birth of CCM	1977
Kagera war	1978
Retirement of Tanzania first president	1985

**Question 5.** Record whether the person is still a member of the household. If the person has moved away from the household, record '2' for no. If the respondent does not recognize the name of the person and says he/she was never a member of the household, then record '3' to specify that that

person was never a member of the household. If the household member has joined the household since when the household was interviewed for NPS, then record '4' for new household member.

**Question 6.** This question should not be asked to the respondent. Instead, you should record if you corrected any information for the household members that were interviewed during NPSY4. If you did not correct anything, record '2' and skip to question 8.

**Question 7.** This question should not be asked to the respondent. You should record what information about the household members that you changed.

**Question 8.** Record the code of the relationship with the household head. Servants to be included are those who share the meal and recognize the household head as their boss.

**Question 9.** Record the roster ID of the household member that is the one that is usually responsible for preparing the food that the household eats.

**Question 10.** Record the Roster ID of the MALE household member that makes most of the decisions for the household, such as how to spend income, what crops to plant, etc. This will most likely be the household head (if the household head is male) or the spouse of the household head. If there are no males in the household, then record '99.'

**Question 11.** Record the Roster ID of the FEMALE household member that makes most of the decisions for the household or has a strong influence on the main decision maker. This will most likely be the household head (if the household head is female) or the spouse of the household head.

***Important: If ALL the current members of the household are male, then the interview will stop here.***

## Section C: Household Hunger Scale

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This section collects information about availability of food in the household in the **last 4 weeks**. This question should be asked to the person in the household that is the person primarily responsible for preparing the meals for the household.

**Note:** If the person that is primarily responsible for preparing the meals is a servant (housegirl/houseboy), then ask this section to the household head or the spouse of the household head.

**Question 1.** Ask the respondent if there ever was no food to eat in the last 4 weeks because the household did not have the resources to get the food, such as no money to buy food. Record '1' for yes. Record '2' for no and then you will skip to question 3.

**Question 2.** Ask the respondent how often the household did not have any food to eat in the last 4 weeks. Record '1' if this rarely happened (1-2 times) in the last 4 weeks. Record '2' if it happened sometimes (3-10 times) in the last 4 weeks. Record '3' if it happened very often (more than 10 times) in the last 4 weeks.

**Question 3.** Ask the respondent in the last 4 weeks, if there was a time where any household member went to sleep at night hungry because there was not enough food to eat. Record '1' for yes. Record '2' for no and then you will skip to question 5.

**Question 4.** Ask the respondent in the last 4 weeks, how often did any household member go to sleep at night hungry because there was not enough food to eat. Record '1' if this rarely happened (1-2 times) in the last 4 weeks. Record '2' if it happened sometimes (3-10 times) in the last 4 weeks. Record '3' if it happened very often (more than 10 times) in the last 4 weeks.

**Question 5.** Ask the respondent in the last 4 weeks, did any household member have to go a whole day and night without eating anything because there was not enough food to eat. Record '1' if yes. Record '2' if no and then you will skip to the next module.

**Question 6.** Ask the respondent in the last 4 weeks, how often did any household member have to go a whole day and night without eating anything because there was not enough food to eat. Record '1' if this rarely happened (1-2 times) in the last 4 weeks. Record '2' if it happened sometimes (3-10 times) in the last 4 weeks. Record '3' if it happened very often (more than 10 times) in the last 4 weeks.

## Section D: Dietary Diversity

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This section collects information about the different types of food that was consumed by female members of the household. This section should be asked for **all women 15 to 49 years of age** in the household. In this section, you will ask the respondent about what the types of food they ate **yesterday**.

**Question 1.** Ask the respondent if she is currently pregnant. Record '1' for yes. Record '2' for no.

**Question 2.** Ask the respondent if she consumed this type of food yesterday. Be sure that the respondent is thinking about all the food that the household member ate yesterday, both **inside and outside the household**. Record '1' for yes. Record '2' for no.

## Section E: Role in Household Decision Making

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This section asks about decisions relating to certain activities that the household may have participated in. It should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker. Ask the following questions for each type of activity.

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

**Question 1.** Ask the respondent if he/she participated in the type of activity in the past 12 months. The past 12 months goes from the present month of last year to the present month of this year. For example, if you interview a household in May 2016, then the past 12 months will be from May 2015 to May 2016. If the person did not participate in that type of activity, mark '2' and skip to the next activity.

**Question 2.** Ask the respondent who usually makes the decisions regarding the type of activity. Record up to four responses. If no decisions were ever made relating to the activity, record '98' for and skip to the next activity. If the person made the decision him/herself, then record '1' and then you will skip to question 5.

**Question 3.** Ask the respondent how often did he/she have input into the decisions for the activity. If no decisions were made relating to the activity, record '98' for not applicable and skip to the next activity.

**Question 4.** Ask the respondent to what extent he/she could make his/her own decisions relating to the activity alone if he/she wanted to. Record '1' if the respondent would not be able to make any decisions alone. Record '2' if the respondent could make some of the decisions alone. Record '3' if the respondent could make most of the decisions alone.

**Question 5.** Ask the respondent if he/she had any input in the decisions on how to use the income generated from the activity. Record '1' if the respondent has no input or very little input. Record '2' if the respondent has some input. Record '3' if the respondent has input into most or all of the decisions.

## Section F: Access to Productive Capital

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This section collects information about different types of items that the household may own or have access to. This section should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker. Ask the following questions for each type of item.

**Question 1.** Ask the respondent if anyone in the household currently has any of the item. Be careful that this question does not ask only if anyone in the household owns the item, but if the household has access to it. If the household can rent or borrow the item, record '1' for this question. If the household has at least one of the item, record '1' for yes. If not, record '2' for no and then skip to the next item in the list.

**Question 2.** Ask the respondent if the household owns any of the item. Record '1' if they are the only owner. Record '2' if the household owns it with someone else. Record '3' if they do not own any of the item. Since the household could have an item that is owned only by the household and another item that is owned with another household, you can record up to 2 answers for this question.

**Question 3.** Ask the respondent who in the household usually can decide to sell, give away, or rent the item. You can record up to 4 answers. Record '98' if not applicable.

**Question 4.** Ask the respondent who in the household usually can decide whether to purchase a new item. You can record up to 4 answers. Record '98' if not applicable.

## Section G: Access to Credit

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This section collects information about the household's experiences with different types of sources that the household could borrow money or other items from. This section should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker. Ask the following questions for each type of source.

**Note:** The recall timeframe is within the last 12 months; however, if a credit source has been ongoing for more than 1 year (i.e. a multi-year loan that began 2 years ago) it should be counted.

**Question 1.** Ask the respondent if anyone in the household could borrow money or other in-kind things from the source if they wanted to. If the household can take a loan or borrow from the source, record '1' for yes. If not, record '2' for no and then skip to the next source in the list.

**Question 2.** Ask the respondent if anyone in the household has taken a loan or borrowed cash/in-kind things from the source in the past 12 months. If someone in the household did borrow something from the source, record whether it was cash, in-kind, or both. Record '4' if no one borrowed anything from the source and then skip to the next source.

**Question 3.** Ask the respondent who usually made the decision to borrow from the source. Record up to 4 responses. If this question is not applicable, record '98.'

**Question 4.** Ask the respondent who usually made the decision on what to do with the money/in-kind that was borrowed from the source. Record up to 4 responses. If this question is not applicable, record '98.'

## Section H: Motivation for Decision Making

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This section collects information on the reason and motivation for decisions relating to agricultural activities. This section should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker.

First, read the situation to the respondent. Be sure to use the name of the person for the situation based on who the respondent. The name displayed will vary according to the gender and religion of the respondent. After reading the situation, ask the following questions.

**Question 1.** Ask the respondent whether or not they think they are like the person in the situation. Record '1' if the respondent think they are like the person in the situation. Record '2' if the respondent does not and then skip to question 3.

**Question 2.** Ask the respondent if they think they are somewhat the same or completely the same as the person in the situation. **Read the answer options to the respondent.** After recording the response this question, skip to the next situation.

**Question 3.** Ask the respondent if they think they are somewhat different or completely different from the person in the situation. **Read the answer options to the respondent.**

## Section I: Time Allocation

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This module collects information about how the respondent spends his/her time in the last 7 days and whether or not this was typical. This section should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker. Ask the following questions for each type of activity.

**Question 1.** Ask the respondent if they spent any time in the last 7 days on the activity. If the respondent spent less than 8 minutes on an activity, then you should record '2' for no. If the respondent spent more than 8 minutes on an activity, then you should record '1' for yes.

**Question 2.** Ask the respondent how many times in hours did he/she spend on the activity? Record the amount spent **in total** on the activity. For example, if the respondent spent 4 hours every day farming in the last 7 days, then you should record '28' (4 hours x 7 days = 28 hours) for this question. If the respondent spent less than an hour, record the amount in decimals. For example, if the respondent spent 30 minutes on an activity, record '0.5' for this question. If the respondent spent between 8-15 minutes on an activity, record '0.25' for this question. The number recorded for this question cannot be greater than 168 because there is only 168 hours in 7 days.

**Question 3.** Ask the respondent if the amount of time they spent on the activity in the last 7 days is how much time they usually spend doing that activity in a week's time. If it is a usual amount of time, record '1' for yes and then you will skip to the next activity. If the amount of time spent in the last 7 days was not usual, then record '2' for no.

**Question 4.** Record how much time the respondent usually spends in total in a week on the activity. If the respondent spent less than an hour, record the amount in decimals. For example, if the respondent spent 30 minutes on an activity, record '0.5' for this question. If the respondent spent between 8-15 minutes on an activity, record '0.25' for this question. The number recorded for this question cannot be greater than 168 because there is only 168 hours in 7 days.

## Section J: Time Allocation

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This module collects information about how the respondent spends his/her time in the last complete day. This section should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker.

You should fill this table as a conversation with the respondent, rather than asking them what they were doing at 4:15, 4:30, 4:45 and so on. First, establish what time the respondent woke up and went to bed, so then the waking hours are what remains. Then, ask the respondent what they did after they woke up and fill in the rest of the day. For example, ask after you got up what did you do? Or, work by filling in other time markers (i.e. always take lunch at 1, prayer time, etc).

Please record a log of the activities for the individual in the last complete 24 hours (**starting yesterday morning at 4 am, finishing 3:59 am of the current day**) using the following guidelines:

- The enumerator should begin this module by asking the respondent what time he/she woke up the previous day and filling in any time before that as “sleeping and resting”. The time grid begins at 4 am to account for respondents that wake up very early.
- The time intervals are marked in 15 min intervals and **only one activity** can be marked for each time period
- You should never have more than one activity marked for a time period. If the respondent was doing multiple things (for instance eating breakfast and listening to the radio) determine which activity is primary and mark that category for the time. In this case, if eating is the primary activity, it should be marked for the time period.
- **Formal work and school override other activities.** Personal care, eating, reading, travelling, etc. during working and school hours is always marked as work/school. However, an official break is recorded as eating, travelling, shopping or whatever has been done.
- If an activity is completed for the major part of 15 minutes (up to 8 minutes), then mark the entire box for that activity. However, if an activity is only completed for the minor or lesser part of 15 minutes (less than 8 minutes) then simply do not count the activity in the table. For example, if the respondent ate/drank for 20 minutes, only one box should be filled (15

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

***Important: Never should a 15 minute increment be left blank. All 24 hours should be accounted for.***

<b>ACTIVITY</b>	<b>SPECIFICATIONS</b>
<b>Sleeping and Resting</b>	Sleeping and any time trying to fall asleep
<b>Eating and drinking</b>	Includes drinking and eating outside the household (ie at restaurant or at a friend's house). It is not considered the main activity when eating snacks with friends or when watching TV.
<b>Personal care</b>	Includes bathing, brushing teeth/hair, getting dressed, etc. Record purchased services like getting a haircut or going to the saloon as "shopping/getting services."
<b>School</b>	Personal care, meals and shorter breaks during school hours are treated as school
<b>Work as employed</b>	Includes personal care, eating, traveling, reading, etc. during the work hours which you are doing your income generating activities (ie you are traveling cross town for a meeting, or you are reading for work purposes). Exclude community to and from work as this should be recorded under "traveling and commuting."
<b>Own business work</b>	Includes own account work and household run businesses, except farming, fishing and textile work even for selling
<b>Farming/livestock/fishing</b>	Include small-scale food production in the home garden for own consumption or selling. Include fishing for own consumption or selling, but excludes fishing for fun (record as "social activities and hobbies")
<b>Shopping/getting services (including health services)</b>	Includes paid personal care (ie going to the saloon), visit to the doctor or health facility, going to the car mechanic, banking, etc. Any traveling linked to shopping should be noted as "Traveling."
<b>Weaving, sewing, textile care</b>	Includes textile work for selling and for own self, but excludes repairing of clothing and other fabrics (record that as "domestic work")
<b>Cooking</b>	Includes time spent buying the food at market (but time to travel to the market, which is counted under "traveling"), preparing food to cook, time cooking, and time cleaning up after cooking and the meal. Do not include

	time spent harvesting crops (record that under “farming/livestock/fishing”)
<b>Domestic work</b>	Includes all unpaid domestic work, such as fetching water and firewood, cleaning, washing clothes, and other household chores. Do not include cooking. Paid domestic work should be recorded as “worked as employed”
<b>Care for children/ adults/elderly</b>	Includes unpaid care for all persons at home as well as outside the home. Paid care is counted as “work as employed.”
<b>Traveling and commuting</b>	Time spent traveling to and from work or school. Do not include travel that was done during work hours for work purposes (ie time spent traveling to a meeting, time spent walking to the plot). Include time spent walking to and from work. Longer journeys will be separated by activities like eating, personal care, etc.
<b>Watching TV/listening to radio/reading</b>	This should usually be considered the secondary activity, particularly outside the home. This should be considered the primary activity if the person is eating snacks or drinking at the same time. Includes all kind of reading, except for reading for school or work.
<b>Exercising</b>	All kinds of physical sport activities, including walking, if the purpose is not moving from one place to another (which is counted as “traveling and commuting”)
<b>Social activities and hobbies</b>	Includes sitting with family, visiting friends, talking on the phone with friends, going to a pub with friends, watching a football game with friends, etc.
<b>Religious activities</b>	Includes attending services, praying, religious activities, etc. If the individual is a Pastor, Imam or other person that does this as their work, it should be counted as “work as employed” and not under this category.

**Example:** George woke up at 6:00 AM. He took 30 minutes to get ready. After that, he spent 15 minutes taking chai. After taking chai, he spent 30 minutes walking to his farm. He worked on his farm until 1 PM. You should fill out this section like below:

ACTIVITY	NIGHT				MORNING				DAY				
	4	5	6	7	8	9	10	11	12				
1 Sleeping and resting	■	■	■	■									
2 Eating and drinking				■									
3 Personal care			■	■									
4 School (also homework)													
5 Work as employed													
6 Own business work													
7 Farming/livestock/fishing									■	■	■	■	■
8 Shopping/getting services (incl health services)													
9 Weaving, sewing, textile care													
10 Cooking													
11 Domestic work (incl fetching wood and water)													
12 Care for children/adults/elderly													
13 Traveling and commuting						■	■						

**Question 2.** Ask the respondent if they worked less, the same, or more in the last 24 hours than he/she usually does. We want to know how the respondent’s previous day compare with their usual routine.

**Question 3:** Ask the respondent to provide a number on a scale of 1 to 10 of how satisfied he/she is with the amount of time they have to do things that he/she likes to do. On the scale, 1 means that they are very dissatisfied and 10 means that they very satisfied. If the respondent is neither satisfied nor dissatisfied, then record a 5 on the scale.

## Section K: Group Membership

This section should be asked of the primary male decision maker and the primary female decision maker. See Page 3 for more information about selecting the correct respondent for this module. They should respond to the questions in this section separately. So you will be filling this section twice: one where the respondent is the male primary decision maker and one where the respondent is the primary female decision maker.

The first two questions in this module collects information about how comfortable the respondent feels speaking in public.

**Question 1.** Ask the respondent how comfortable speaking up in public about anything that is important to him/her, the family, or the community. Record '1' if the respondent is not comfortable at all. Record '2' if the respondent is not completely comfortable. Record '3' if the respondent is completely comfortable speaking in public.

**Question 2.** Ask the respondent if he/she has spoken up in public about something important to him/her, the family or the community in the last 3 months. Record '1' for yes. Record '2' for no.

The last two questions in this module collect information on the types of groups in the community that the respondent is a member of or could be a member of

**Note:** Many groups have multiple activities. For instance, an agricultural group may have a microfinance component. When this is the case, choose the group category that represents the primary activity. If the agricultural group provides many extension services, including microfinance, then that would be considered an agricultural group and not a credit or microfinance group, should be selected.

**Question 3.** Ask the respondent if this type of group exists in the community. If the respondent does not know, record '97.' Record '1' for yes. Record '2' for no and then skip to the next activity.

**Question 4.** Ask the respondent if they are an active member of this type of group. Note that being an "active" member of a group should be defined by the respondent (i.e. his/her subjective idea of what being a member constitutes). If asked by the respondent, you may indicate that being an "active" member means attending meetings, paying a user fee, holding a leadership position within the group, etc.