

**Women's Empowerment in Agriculture Index
pro-WEAI¹**

Household and Individual Surveys

January 2025

Enumeration Manual



¹ Pro-WEAI stands for project-level WEAI.

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NOTE: This manual is meant to be a guide only as to original intent, partners are free to modify and adapt for country context including translations into local languages when appropriate.

1. Introduction to the survey

Pro-WEAI is a survey-based index for measuring empowerment, agency, and inclusion of women in the agriculture sector. It was developed jointly by the International Food Policy Research Institute (IFPRI), the Oxford Policy and Human Development Initiative (OPHI), and thirteen partner projects in the portfolio of the Gender, Agriculture, and Assets Project, Phase 2 (GAAP2). The tool helps agricultural development projects assess women's empowerment in a project setting, diagnose areas of women's disempowerment, design strategies to address deficiencies, and monitor project outcomes. Pro-WEAI is an adaptation of the Women's Empowerment in Agriculture Index (WEAI), originally developed in 2012 by IFPRI, the United States Agency for International Development (USAID), and OPHI.

The pro-WEAI is made up of 10 indicators (and 2 optional indicators) that measure three types of agency: intrinsic agency (power within), instrumental agency (power to), and collective agency (power with). The indicators are grouped by type of agency as follows:

- **Intrinsic agency**
 - Autonomy in income
 - Self-efficacy
 - Attitudes about intimate partner violence against women
 - [Respect among household members \(optional\)](#)
- **Instrumental agency**
 - Input in livelihood decisions
 - Ownership of land and other assets
 - Access to and decisions on financial services
 - Control over use of income
 - Work balance
 - Visiting important locations
- **Collective agency**
 - Group membership
 - [Membership in influential groups \(optional\)](#)

Because agricultural development projects may have nutrition objectives, or may affect other dimensions of empowerment that go beyond agricultural production, the pro-WEAI surveys also include additional modules that were developed in response to project needs. These include the optional modules about engagement in value chains, livestock, and nutrition/health that include additional questions to examine the impacts of agricultural development strategies that emphasize value chains, livestock, nutrition, and health as pathways to empowerment. Several of the modules are still being piloted and adapted. However, instructions for the health and nutrition module are provided in [section 6](#) of this guide.

Pro-WEAI has been tested and developed by 13 agricultural development projects in Bangladesh, Burkina Faso, Ethiopia, Ghana, India, Kenya, Mali, Nepal, and Tanzania as part of the [Gender, Agriculture, and Assets Project, Phase 2 \(GAAP2\)](#).

Because it would not be possible to evaluate the extent of gender disparities by interviewing women alone, the individual questionnaire will be administered to an adult male and an adult female in a dual-adult household, and to a single adult female in a single adult-decisionmaker household.

In order to create a treatment and control group which can be compared with confidence, your study needs to either: 1) be designed as an impact evaluation or 2) use statistical techniques to calculate comparable groups. There are many easily accessible resources on how to conduct an impact evaluation, such as the [Food Security Portal course](#). We recommend standard practices for impact evaluations be followed in order to measure how your project impacted the empowerment of men and women using the pro-WEAI.

Note: The survey may be administered to male single adult households or child headed households if the researchers have specific interest in this demographic category.

2. Definition of Household and Respondents

When the pro-WEAI is administered as part of a larger survey, the definition of a household used by the larger survey should be used. If the pro-WEAI is administered as a stand-alone survey, the following definition is provided.

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

Exceptions to these rules should be made for:

Consider as household member:

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

Do not consider as household member:

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

This definition of the household is very important. Please discuss any questions with your supervisor.

The **primary respondent** should be either the man or woman in the household who is targeted by the program, or in the case of a control group, the “type” of man or woman targeted by the program. The **secondary respondent** is typically the spouse of the target beneficiary, or if the spouse is not available, another adult household member of the opposite sex who is primarily responsible for making both social and economic decisions related to agriculture.

A few notes to determine which household members they are:

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

3. Consent Form (English Translation)

Informed Consent: Before beginning the interview, it is necessary to introduce the household to the survey and obtain their consent to participate. Make it clear to them that their participation in the survey is voluntary. Please read the following statement in the language of interview. The statement should be adapted according to the specific study and is provided as an example:

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

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

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

Participant 1:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	Participant 2:	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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I _____, the enumerator responsible for the interview taking place on _____, 2016 certify that I have read the above statement to the participant and they have consented to the interview. I pledge to conduct this interview as indicated on instructions and inform my supervisor of any problems encountered during the interview process.

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

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

4. General Instructions for All Sections

- **IMPORTANT:** Instructions to enumerators in CAPS and **bold** should NOT be read aloud to respondents. **Everything else should be read aloud!**
- **All response codes should be read unless otherwise indicated.**
- **Optional questions, which are not required to calculate the indicators, but may be of interest to some studies, are designated in PURPLE text.** Projects who do not want to use them can simply delete them from the questionnaire. There is also a **“core” pro-WEAI** with only the required questions.
- Month should always be written in numbers from 1-12.
- Year should always be written in 4 digits.
- Complete dates such as birth dates or interview dates should have the following format: DD-MM-YYYY (i.e., 2 digit day, 2 digit numeric month, 4 digit year)
- Percentages should always be written from 0-100.
- Start with the household questionnaire, and then the individual questionnaires. If possible, and as feasible given the composition of the field team, male interviewers should interview the primary male respondent and female interviewers the primary female respondent.
- It is ok for other household members to assist with the recall for questions asked to the household head or spouse as part of the *household-level* questionnaire **ONLY**.
- If at all possible, individual respondents should be interviewed separately, without other household members or outsiders present. It is **NOT** ok for other household members to assist with recall for questions on the individual survey.
- Although the research focuses on gender, at no point should you tell the respondent you are interested in gender so as not to skew or bias results.
- Please do not rearrange questions within a subsection.

UNIVERSAL CODES:

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

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

5. Instructions by Section: Individual Questionnaire (pro-WEAI)

General instructions on administration

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

Before starting the interview, please double check to ensure:

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

MODULE G1: Individual identification

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

- **G1.01** Household Identification: Please double check that the ID for the household is correct (from sampling list).
- **G1.02** Name of respondent being interviewed (code from household roster): Surname, First name. The surname is the same as what is called the “Last name”.
- **G1.03** Ask the sex of the respondent (1=Male, 2=Female).
- **G1.04** Type of household: 1 = Male and Female adult, 2= Female adult only. The information on type of household should be predetermined by the sampling lists. The exception is if in completing the roster, you find that the household has been misclassified. In this case, please contact your supervisor and he/she will tell you if the interview should continue or if the household should be replaced
- **G1.05** Final outcome of interview (use code on coversheet): This is the outcome for the individual questionnaire, and so may be different for different members of the same household.
- **G1.06** Ability to be interviewed alone: Indicate whether the respondent was interviewed alone (which is preferred) or with any other adults and/or children present.

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

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

When we ask who makes a decision we are now asking for ID codes so we can link decisions to individual respondents Survey designers should insert additional, local examples of activities where relevant.

This module includes the following questions:

- **G2.01:** Did you [NAME] participate in [ACTIVITY] in the past 12 months (that is during the last [one/two] cropping seasons), from [PRESENT MONTH] last year to [PRESENT MONTH] this year? This question is answerable by YES or NO. Please note the following:
 - The reference time frame for this question is always 12 months. In some cases, for crop production related activities, it will be helpful to ask the respondent to think about the last two cropping seasons if the area has a bi-annual crop season. In other cases, the reference period should only be one cropping season depending on the number of cropping seasons per year, the intervention and the timing between surveys. This should be decided upon and standardized during the training period.
 - In some languages there is a singular you and a plural you. This question refers to the *singular* you (the person being interviewed, not the respondent together with his or her family). If the local language does not distinguish between singular or plural, make sure the respondent understands that this applies to just him/her (This will also apply to all other places where we ask about “you” in the individual questionnaire).
 - If the respondent answers “no” he/she did not participate for the activity, then skip to the next activity.
- **G2.02:** When decisions are made regarding [ACTIVITY], who normally makes the decision?
 - IMPORTANT: When you ask who makes a decision indicate the household member ID codes in order to link decisions to individual respondents. You may enter up to 3 member ID codes.
 - If the respondent mentions decisionmakers who are not part of the household, use the code:
 - Non-household member.....94
 - If no decisions were made regarding the [ACTIVITY], use code 98 (Not applicable) and skip to the next activity.
 - If there are more than 3 decisionmakers, ask the respondent to mention the 3 most important ones.
 - Note if the respondent answers “self” only (i.e. there are no other decisionmakers mentioned except the respondent herself/himself), then skip to question **G2.05**. Questions **G2.03** and **G2.04** ask about the level of input and control the respondent feels he/she has over the activity, but if she/he indicates that he/she alone makes the decision, then we can safely assume they have high input and control over the decision.
 - It is optional to add a question here asking who the respondent would like to make the decision.
- G2.03:** How much input did you have in making decisions about [ACTIVITY]?
 - Read aloud and select one response code from code list G2:
 - Little to no input in decisions.....01
 - Input into some decisions.....02
 - Input into most or all decisions.....03
 - Not applicable/No decision made.....98
 - In some cases in the local language **G2.03** needs to be asked in two separate questions (first ask if any input is made and then ask the level of input).
 - This question refers to the *singular* you (the person being interviewed, not the respondent together with his or her family).
- **G2.04:** To what extent do you feel you can participate in decisions regarding this [ACTIVITY] if you want(ed) to?
 - Read aloud and select one response from the following categories:
 - Not at all.....01

Small extent.....	02
Medium extent.....	03
To a high extent.....	04

Even if a respondent did not participate in decisions, he or she may be doing so by choice, like when a decision is delegated to others, or if the respondent has no interest in the particular activity or decision. This question is intended to capture whether the respondent can participate in the decision-making process if they choose to.

- **G2.05:** To what extent are you able to access information that you feel is important for making informed decisions regarding [ACTIVITY]?
 - This question is optional. Read aloud and select one response from the following categories:

Not at all.....	01
Small extent.....	02
Medium extent.....	03
To a high extent.....	04
 - This question refers to the singular you (the person being interviewed, not the respondent together with his or her family).
- **G2.06:** How much input did you have in decisions about how much of the outputs of [ACTIVITY] to keep for consumption at home rather than selling?
 - Read aloud and select one response code from the codes listed at the bottom of the module:

Little to no input in decisions	01
Input into some decisions.....	02
Input into most or all decisions.....	03
Not applicable/No decision made.....	98
 - This question refers to the singular you (the person being interviewed, not the respondent together with his or her family).
- **G2.07:** How much input did you have in decisions about how to use income generated from [ACTIVITY]?
 - Read aloud and select one response code from the codes listed at the bottom of the module:

Little to no input in decisions	01
Input into some decisions.....	02
Input into most or all decisions.....	03
Not applicable/No decision made.....	98

Regarding **G2.02**, **G2.03**, **G2.06** and **G2.07**, please note the following:

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

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

- **Staple grain farming and processing of the harvest** (i.e. grains that are grown primarily for food consumption): For example, did you have input into decisions about what type of grains, like rice, maize, or wheat, to plant this year or in which plots they would be planted, or which seeds, fertilizer (other inputs) your family would buy?
- **Horticulture (gardens) or high value crop farming and processing of the harvest:** For example, did you have input into decisions about what type of cash crops or vegetables to plant this year or in which plots they would be planted, or which seeds, fertilizer (other inputs) your family would buy?

- **Large livestock raising (cattle, buffaloes) and processing of milk and/or meat:** For example, did you have input into decisions about the purchase, care, or sale of large livestock such as cattle or buffaloes?
- **Small livestock raising (sheep, goats, pigs) and processing of milk and/or meat:** For example, did you have input into decisions about the purchase, care, or sale of small livestock such as sheep, goats, or pigs?
- **Poultry and other small animals raising (chickens, ducks, turkeys) and processing of eggs and/or meat:** For example, did you have input into decisions about the purchase, care or sale of poultry and other small animals such as chickens, ducks and turkeys?
- **Fishpond culture:** For example, did you have input into decisions about when to fish, how to stock a fish pond, or inputs for fish culture?
- **Non-farm economic activities** (i.e. running a small business, self-employment, buy-and-sell): For example, did you have input into purchases made for a small business or goods sold?
- **Wage and salary employment** (i.e. work that is paid for in cash or in-kind, including both agriculture and other wage work): For example, did you have input into decisions about whether you or other household members will work outside the home?
- **Large, occasional household purchases** (bicycles, land, transport vehicles): For example, did you have input into purchases of expensive appliances for the house like a refrigerator or furniture? Or more valuable assets such as land or a bicycle?
- **Routine household purchases** (food for daily consumption or other household needs): For example, did you have input into lesser household expenditures, such as those for daily needs, like food consumption? The focus of these purchase categories are the size (small in value) and frequency of purchases (routine, day-to-day purchases).

For rows G and H, questions **G2.06** should not be asked. For rows I and J (optional), questions **G2.01**, **G2.06**, and **G2.07** should not be asked; the module should begin with **G2.02**. The questions that should not be asked are shaded out in gray.

MODULE G3 (A): Access to productive capital

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

The first part focuses on household and individual access to land, not only in terms of ownership but also in terms of use rights. We are interested in all types of land that the household may own, cultivate, or use through any type of arrangement. There may be some potential for repetition with the previous section, where we ask about production decisions, but it is necessary to ask about this information in both places so that we do not risk missing any information. The first set of questions are:

- **G3.01:** Does anyone in your household currently own or cultivate land?
 - The intention here is to capture all land that someone in the household has access to, including land they cultivate as share tenants or leaseholders. Land includes both agricultural land used for growing crops as well as land used for livestock. It may include land that is owned, borrowed, rented or leased. In many contexts, farm households acquire access to land to cultivate through tenancy arrangements. This question is meant to capture those who cultivate land that they own, as well as land that is rented in or borrowed.
- **G3.02:** Who generally makes decisions about what to plant on this land?

- This question is optional. Enter up to 3 member IDs. If there are multiple plots of land, the response is about all the land the household has access to. If there are more than 3 decisionmakers, ask the respondent to mention the 3 most important decisionmakers.
- **G3.03:** Do you [NAME] solely or jointly cultivate any land?
 - This question is optional. This is intended to capture the respondent's use rights over any land (regardless of ownership or tenure status), whether by themselves (solely) or with others (jointly). Read responses aloud and select one.
- **G3.04:** Who generally makes decisions about what to plant on the land that you yourself cultivate?
 - This question is optional. Enter up to 3 member IDs. If there are multiple plots of land, the response is about all the land the household has access to. If there are more than 3 decisionmakers, ask the respondent to mention the 3 most important decisionmakers.
- **G3.05:** Do you own any of the land owned or cultivated by your household ?
 - The focus of this question is whether the respondent himself/herself owns any of the land that their household has access to. Ownership here is based on the respondent's own understanding; it is self-defined. The respondent may report owning land by themselves (solely), or with others (jointly). If there are multiple plots of land with some owned solely and other plots owned jointly, the respondent may answer both, "solely and jointly". Read responses aloud and select one.

The next set of questions ask about men's and women's access to 13 types of assets. These are the questions:

- **G3.06:** Does anyone in your household currently have any [ITEM]?
 - The intention here is to capture all assets that the household has access to, including those that are borrowed or used collectively by the household. Again our intention is to capture not just ownership but use rights.
- **G3.07:** Do you own any of the [ITEM]?
 - The focus of this question is whether the respondent himself/herself owns any of the assets that their household has access to. As with the question on land above, ownership here is based on the respondent's own understanding; it is self-defined. The respondent may report owning assets by themselves (solely), or with others (jointly). If there are multiple items with some owned solely and other plots owned jointly, the respondent may answer both, "solely and jointly". Read responses aloud and select one.

A few things to consider:

- Examples of each asset type should be adapted to each country/context. Examples given in parentheses for some of the asset categories are merely suggestions and not intended to be a comprehensive list. Appropriate examples should be decided at the country level. When making examples, it is important to consider all categories. For instance, while a bicycle is a "large consumer durable", there is a "transport" category so it should fall under that; do not double count assets.
- Often it is preferred to ask **G3.06** for all assets before asking the remaining question. In this way, respondents have no incentive to undercount assets because of the perception of having to answer the remaining **G3.07** question.
- It is important not to double count assets into two categories when thinking about different asset categories.
- Non-farm business equipment includes any asset used for small businesses including solar panels (if used for recharging), sewing machine, brewing equipment, chapatti fryers. The distinguishing factor from farm equipment (which includes equipment for growing food) is that value must be added to the production (ie. brewing or processing like baking bread etc.). Consult with your local partners on what types of equipment makes sense to include in the context you are studying.

- You should count the asset in **G3.06** even if it is not functioning at the time of the interview as long as there is a resale value for the asset (i.e. it can be fixed or it can be sold to buy another productive asset or service).

In addition, please note the following specific instructions:

- Note that question **G3.06** means HAVE, as in “*have access to*” or own, rent or lease, whereas question **G3.07** is about **OWNING** only.

MODULE G3 (B): Access to credit

This module contains questions on access to credit.

- For **G3.08** and **G3.09** read each question and response options aloud and select one.
- For **G3.10**, **G3.11** and **G3.12** enter up to 3 member IDs; make sure to probe the respondent and ask “is there anybody else?”
- Question **G3.12** is optional.
- Question **G3.13** includes digital financial services (mobile money).

A few things to consider:

- Lending sources can be adapted to the country context, however it is important that they are distinguished from each other and there is no double counting. If local language does not distinguish between categories, they may be combined into one. For instance, if a non-governmental organization and group based microfinance or lending is the same in the local context (if all group based microfinance is run through NGOs), then it is okay to combine the categories into one. In this case there would be five categories instead of six to ask the respondent. Never should the same lending source be counted under multiple categories. If you feel that what the respondent describes could belong under two or more categories, use judgment and put it under the one category you feel is best.
- The recall timeframe is within the last year; however, if a credit source has been ongoing for more than 1 year (i.e. a multi-year loan that began 2 years ago) it should be counted.
- “In-kind” refers to credit given in the form of goods, commodities or services as opposed to cash.
- “Informal lenders” refers to those like moneylenders or others that are NOT included in one of the other categories of credit.
- In the case of **G3.09**, in some cases the individual may not know if other members of the household have accessed or used a specific type of credit, and in this case the response 97 “Don’t know” can be entered.

MODULE G4: Time allocation

The purpose of this module is to get an idea about how men’s and women’s time is spent. Types of activities and their duration can be used in economic as well as in social analysis, e.g. women's contribution in economic activities; the value of home production and the informal sector; productivity; time poverty and others. We are particularly interested in agricultural activities such as farming, gardening, and livestock raising whether in the field or in the homestead. We are also interested in how much time is spent caring for children, especially if it happens while the respondent is doing other activities.

- **G4.01:** 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).

- **G4.02:** Mark this box if the respondent also cared for children while doing another activity. For this question, caring for children includes both “active” caring (example: feeding, bathing child) and “passive” caring (example: collecting water while carrying a child). Note: This should be asked as the primary activities are being filled out. There is no specific age cutoff for what constitutes a child. Different children have different needs. We leave it up to the individual respondents to determine whether they have performed childcare. Additionally, it is possible for a respondent to perform childcare as a secondary activity in time that was marked as “sleeping and resting.” Interviewers should be in the habit of specifically asking if they got up while sleeping to engage in childcare. However, if the respondent slept without interruption, they did not perform childcare, even if the child is in the same room.
 - The time grid begins at 4 am to account for respondents that wake up very early. It is most helpful to fill this table while engaging in a conversation with the respondent, rather than asking them what they were doing at 4:15, 4:30, 4:45 and so on. First, it is helpful to establish what time the respondent woke up and went to bed, so then the waking hours are what remains.
 - The enumerator should first ask the respondent what time he/she woke up the previous day, and then fill in any time before that as “sleeping and resting”.
 - Next, the enumerator can ask what time he/she went to sleep the previous day, and then fill in any time after that as “sleeping and resting”. Doing these first two steps in the beginning sets the time boundaries for the day that need to be accounted for.
 - After establishing the wake-up and sleeping times, the enumerator can then ask the respondent what they did next, and for how long, and so on until the entire day is filled out. For example, ask after you got up what did you do? The respondent then narrates what he or she did and for how long. The enumerator’s task is then to identify the correct code associated with each activity and to enter the response in the correct time interval. Next, the enumerator asks, did you also care for children while doing this activity? The enumerator should check the box if the respondent was also caring for a child while doing something else. Even if the respondent is not actively caring or interacting with the child (e.g, the child is sleeping or doing something else), for as long as they are responsible for the child during that time, it should be counted as “Yes” and the box should be checked for the appropriate time interval.
 - Depending on the context, it may also be useful to use common time markers to help respondents recall activities in relation to other events that happen predictably throughout the day (i.e. always take lunch at 1, prayer time, sunrise/sunset, etc).
 - The time intervals are marked in 15 min intervals and one activity can be marked for each time period by writing the activity code in the box. Do not leave any of the time intervals blank. If an activity is done over longer periods of time (beyond 15 minutes), the same activity code should be repeated for the duration of the activity. For example, if activity “E” was done for 1 hour, then “E” should be marked in four consecutive boxes.
 - Make sure that your marks are very clear. You should never have more than one activity marked for a time period. If the respondent was doing multiple things (for instance eating breakfast and listening to the radio) ask the respondent which activity was the primary focus, and enter that activity code for the appropriate time period. If the secondary activity is caring for a child, make sure to also check the box for G4.02.
 - If an activity is completed for the major part of 15 minutes (up to 8 minutes), then mark the entire box for that activity. However, if an activity is only completed for the minor or lesser part of 15 minutes (less than 8 minutes) then simply do not count the activity in the table. For example, if the respondent ate/drank for 20 minutes, only one box should be filled (15 minutes is accounted for and the remaining 5 minutes is lost because it does not reach 8 minutes). If however, the respondent ate/drank for 25 minutes, then two boxes should be filled (15 minutes in the first box and 10 minutes in the second box). A box can never be split.

- When a respondent describes many activities in a short period, such as their morning routine, use your best judgement to figure out which categories the majorities of activities belong in and fill that time grid for the period.
- Never leave a 15 minute increment blank. All 24 hours should be accounted for.

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

		Night				Morning			Day																				
		4:00		5:00		6:00			7:00		8:00		9:00		10:00														
G4.01 Activity (WRITE ACTIVITY CODE)		A	A	A	A	A	A	C	C	B	P	F	F	F	F	F	F	H	A	A	K	K	K	J	J	J	J	J	J
G4.02 Did you also care for children?	YES..... CHECK BOX NO..... LEAVE BLANK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Determining Activities

The list of activities is quite general so it may be the case that something the respondent has done is not described among the activities. First think if the activity fits in any other of the pre-printed activities. If it does not, then use the category *Other, specify*. Try to describe it in as detailed a manner as possible. If there is more than one activity that fits into the “Other” category, make sure there is a separate description for each activity.

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, personal care, shopping or whatever has been done. Many activities, like shopping, are linked with **travels**. If such travelling is the longest part of a 15 minutes period, it should be noted as travelling. Specific travel to and from work or school should be recorded as **commuting** (activity M), not travelling.

Note: Activities G-L cover include ALL aspects of the category. For example, with respect to large livestock raising (such as a cow) this means time spent feeding the cow, milking the cow, and processing and selling the milk from the cow.

Activity	Specification
A: Sleeping and resting	Includes resting, e.g. trying to sleep.
B: Eating and drinking	Includes time spent on consuming food and drink. Record eating/drinking with a social component as "social activities and hobbies. Eating just snacks with friends or when watching TV is not regarded as the main activity.
C: Personal care	May include bathing, getting dressed, brushing teeth/hair, etc. Record purchased services like haircutting as “shopping/getting service”.
D: School	Personal care and shorter breaks during school hours are treated as school.
E: Work as employed	Includes personal care, eating, traveling, reading, etc. during the working hours which are part of your income generating activities (ie you are sent across town to attend a meeting, or you are reading for work purposes) but excludes commuting to and from work (record under “traveling and commuting”).
F: Own business work	Includes own account work and household related businesses, except farming, fishing and textile work even for selling.
G: Staple grain farming and processing of the harvest	Grains that are grown primarily for food consumption (rice, maize, cassava, millet, wheat). This includes post-harvest processing in the field and in the homestead regardless of whether it is income generating or for home consumption.

Activity	Specification
H: Horticulture (gardens) or high value crop farming and processing of the harvest	Includes small-scale food production in the garden for own consumption and selling. This includes post-harvest processing in the field and in the homestead regardless of whether it is income generating or for home consumption.
I: Large livestock raising	Feeding, raising, grazing, taking cattle, buffaloes, etc. to market; processing products and taking milk to market
J: Small livestock raising	Feeding, raising sheep, goats, pigs and taking them or their products to market
K: Poultry and other small animals	Feeding, raising, chickens, ducks, turkeys, guinea fowl, and taking them or their products to market
L: Fishpond culture	Includes fishing for own consumption and selling, but excludes fishing just for fun (record as “social activities and hobbies”).
M: Commuting	Travels to and from work or school
N: Shopping/getting service (including health services)	Includes paid personal care, like haircutting, visit to the doctor or health facility (obtaining health services), car servicing and banking, etc. Any traveling linked to shopping will be noted as travels.
O: Weaving, sewing, textile care	Includes textile work for selling and own consumption, but excludes repairing of textiles (note as “domestic work”).
P: Cooking	Includes time spent getting food at market (but not transport time, which is counted under transport), preparing food to cook, time cooking, and time cleaning up after. Does not include time spent harvesting crops (include in “farming/livestock/fishing”).
Q: Domestic work	Includes all unpaid domestic work such as fetching water and firewood, cleaning, washing clothes and other household chores (excluding cooking). Paid domestic work is counted as “work as employed.”
R: Caring for children	Caring for children involves both “active” and “passive” caring.
S: Caring for adults (sick, elderly)	Includes unpaid care for all persons at home as well as outside home. Paid care is counted as “work as employed.”
T: Traveling (not for work or school)	Travel includes all travels, except commuting and travels on working hours. Includes walking if the purpose is not exercising. Longer journeys will be separated by activities like eating, personal care, etc.
U: Exercising	All kind of physical sport activities including walking, if the purpose is not moving from one place to another (which is counted as “traveling and commuting”)
V: Social activities and hobbies	This category captures any social activities, such as sitting with family, visiting friends, talking on the phone with friends, visiting a drinking spot or restaurant with friends, going to watch sporting activities etc. This category also encompasses conjugal activities if they are not for paid work (otherwise can be captured as “work as employed” or “own business”). Also includes gardening, fishing and other production activities if they are just for fun. All kind of physical sport activities including walking, if the purpose is not moving from one place to another (which is counted as “traveling and commuting”).
W: Religious activities	Include attending services, praying or other religious activities/ceremonies. Note that if the individual is a Pastor, Imam or other person that does this as their occupation/work, it should be counted in the “work as employed” category and not as a religious activity.
X: Other (specify)	Specify activity that does not fit under the defined categories.

- **G4.03:** In the last 24 hours did you work less than usual, about the same as usual or more than usual? For this question, we want to know how the respondent's previous day compared to their usual routine.
 - For this question, work is defined as all livelihood activities done at home or outside the home, paid or unpaid, including domestic tasks and chores. We are only interested in the total amount of time spent working (the respondent's perceived "workload"), so it is fine if the respondent says response "about the same as usual, but on different tasks".

The last part of this section is typically only applicable to female respondents with young children (and is optional). If the respondent is male (or the optional questions are not being collected for female respondents), the enumerator can move to the next module. In certain contexts, it may be appropriate to ask this question for men with young children as well. This should be decided during the training.

- **Note: FOR FEMALES ONLY: DOES RESPONDENT HAVE A CHILD UNDER 5 YEARS OLD? : This is for the enumerator to fill out (check roster if necessary). DO NOT ASK RESPONDENT.**
 - If the respondent is female, the enumerator should check the roster to verify whether the respondent has a child under 5 years old. Since this information was already collected in the roster, we do not advise asking the respondent this question to minimize respondent fatigue.
- **G4.04:** If you wanted to do something (livelihood-related, training-related, self-care) and could not take your child with you, is there someone who could care for your child in your absence?
 - For these last two questions, we are interested in the respondent's access to childcare. Participation in many types of development projects require spending additional time for training, group meetings, etc, and so access to alternative childcare providers can determine how easily women can participate in such projects.
- **G4.05:** Enter up to three member IDs of the people who can care for the respondent's child/children in her absence. If the person is not a member of the household, please use *Other non-household member*, code 94.
 - If the respondent mentions more than three, ask her to clarify which three people spend the most time caring for her child.

MODULE G5: Group membership

The purpose of this module is to get information regarding men's and women's access to social capital. G5.03 is the only required question for the module; the remaining questions (G5.01, G5.02, G5.04 and G5.05) are optional.

A few things to note:

- **G5.01:** Note that groups in the community can be either formal or informal and customary groups. Note that "community" is left to the respondent to define and may be groups within his/her own village or encompass a larger geographic range including a nearby village or city.
- **G5.02:** Read responses aloud and circle one.
- **G5.03:** Note that being an "active" member of a group should be defined by the respondent (i.e. his/her subjective idea of what being a member constitutes). If asked by the respondent, you may indicate that "active" membership could constitute attending meetings, paying a user fee, holding a leadership position within the group, etc. However, explain that there is too much variation in group type to have a standard definition for an active member so encourage the respondent to use his/her own judgment. This is the only required question for the module.

- **G5.04, G5.05:** These questions are meant to understand men's and women's perceived influence in the groups they are members of as well as the extent to which they feel the group influences life in the community. Each question and response should be read aloud and one response selected for each question.
- Note that many groups have multiple activities. For instance, an agricultural group may have a microfinance component. When this is the case, choose the group category that represents the primary activity. If the agricultural group provides many extension services, including microfinance, then agricultural group, not credit or microfinance group, should be selected. Ask the respondent to describe the group in greater detail if you are unclear.
- A "religious group" may include going to church, the mosque, etc. or being a member of a small prayer or religious discussion group.
- If a certain group is not contextually appropriate, it' may be replaced with the appropriate group in the same category; if no replacement exists it may be omitted from the questionnaire. Whether or not to omit a group should be decided during the training; a group should never be omitted when conducting a questionnaire.

MODULE G6: Physical mobility

The purpose of this module is to get information regarding the places men and women go outside the home.

Questions G6.01-G6.03 and G6.05-G6.06 are required. G6.04, G6.07 and G6.08 are optional.

- **Q6.01:** This question refers to an urban center or the municipality of a town. Please use the official census or government definition of an urban center or municipality that is used in your specific setting.
- **G6.01-G6.07:** Read each question and responses from Code 6 aloud; select one response.
- **G6.09-G6.12:** The questions G6.09-G6.12 should ONLY BE ASKED IF RESPONDENT IS FEMALE. This part of the module is optional.
 - Note: Place I "Outside your community or village" is a broad category of places (may include, but not limited to an urban center).
 - Note: If the female respondent says that **she does not want to go** a [PLACE], then the data collector should ask, "**If you wanted to go**, who would usually decide whether you can go to [PLACE]?"

MODULE G7: Intrahousehold relationships (OPTIONAL)

The purpose of this module is to get information regarding mutual respect and conflict between husband and wife or between the two household decisionmakers. This module is optional.

- **Note: Rows A and B are REQUIRED if the module is administered;** rows C and D are OPTIONAL. Add rows to ask about people outside the household like a mother in law that lives outside household and co-wives in polygamous households. If the husband/wife of the respondent is the other respondent, then you only need to administer row A. If the husband/wife of the respondent is not the other respondent (they might work abroad, for example), then rows A and B should be filled out. And finally, if the respondent does not have a spouse/partner, then you will only administer row B.
- **G7.01: IMPORTANT:** Enter household member ID # that corresponds the person listed the row. If the person lives outside the household, use code 94.
- **G7.02-G7.05:** For each question, read responses aloud and select one.

- **G7.06: DO NOT READ ALOUD TO RESPONDENT.** The enumerator should check the roster/cover page to see if the person that the respondent is referring to is also the other WEAI respondent. The respondent may not necessarily know this information.
- **G7.07:** It is **HIGHLY RECOMMENDED** to ask this for **FEMALE RESPONDENTS** in contexts with polygamy.

MODULE G8(A): Autonomy in decision-making

The purpose of the module is to understand the motivations behind men's and women's actions in different activities.

- Each situation (e.g., A1, A2, A3, A4) describes a different type of motivation. Motivation #1 is doing something because you don't have a choice. Motivation #2 is doing something because you will get in trouble with someone if you act differently. Motivation #3 is doing something so others don't think poorly of you. Motivation #4 is doing something because you personally think it is the right thing to do.
- Enumerators should read aloud each story, the subsequent questions, and the response codes.
- Make sure to change the names to reflect commonly used male and female local names. The names should be male/female depending on the sex of the respondent, so that the male names are in the stories read to the male respondent, and female names are in the stories read to the female respondent.
- **The order of topics a-d should be randomized, and within each topic, the order of stories 1-4 should be randomized.**
- We recommend asking all questions in this section (G8.01, G8.02, G8.03) to capture a more precise indicator on autonomy. However, some users may choose to drop G8.02 and G8.03 if there is a large risk of nonresponse, or if this is not a priority indicator for the project. In this case, only G8.01 will be collected "Are you like this person?". Note that dropping the follow-up questions (G8.02 and G8.03) is likely to identify more people as disempowered.
- Stories D2-D4 are required.
- **Stories A1-A4, B1-B4, C1-C4 and D1 are optional.**

MODULE G8(B): New general self-efficacy scale

The purpose of this module is to get information regarding a respondent's belief in themselves (self-confidence) and their ability to achieve the goals they set for themselves.

- **G8.04:** Now I'm going to ask you some questions about different feelings you might have. Please listen to each of the following statements. Think about how each statement relates to your life, and then tell me how much you agree or disagree with the statement on a scale of 1 to 5, where 1 means you "strongly disagree" and 5 means you "strongly agree".
- **Note: The order of statements should be randomized.**
- Statements B, C, F and H are required. Each statement and response options should be read aloud.
- **Statements A, D, E and G are optional.**

MODULE G9: Attitudes about intimate partner violence (IPV) against women

The purpose of this module is to get information on the attitudes and beliefs regarding tolerance for the use of violence against women in intimate relationships. The questions in this module do not ask about personal experience but rather are getting at attitudes about domestic violence. It is important that this module be at the end of the survey for sensitivity reasons. Even if the health and nutrition modules or market inclusion modules are being administered, Module 9 should be administered last.

- Read each question and response aloud (e.g. “In your opinion, is a husband justified in hitting or beating his wife if she goes out without telling him?”).
- **IMPORTANT:** These questions are required for both men and women.
- The questions should be asked in the same way regardless of whether or not the respondent is married.

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

6. Instructions on pro-WEAI Health and Nutrition Module (optional): Individual Questionnaire

General instructions on administration

The pro-WEAI health and nutrition module helps agricultural development projects with nutrition-related objectives (e.g., nutrition sensitive agriculture projects) to understand how they empower women in the area of nutrition and health by measuring women’s health- and nutrition-related intrinsic agency. This module can be used to calculate seven indicators, some of which are specific only to women with young children (under age 2) or women who have been pregnant or given birth in the past two years. The module is **OPTIONAL** and was developed for projects that target nutrition in different ways. The module itself does not assess nutrition outcomes that should be collected as part of the main survey.

IMPORTANT: This module is only applicable to female respondents.

The first set of questions in this module are about women’s roles in decision-making around activities related to their own health and nutrition.

NOTE: Based on specific needs, projects may wish to provide more detailed response categories for other non-household family members (response code 96) listed for question **GX.01** and **GX.04**. Added response codes should be in the 80s. Example additions might include:

Respondent’s mother (if outside household).....	81
Respondent’s mother-in-law (if outside household).....	82
A senior co-wife (if outside household).....	83
Absent husband.....	84

- **GX.01:** When decisions are made about [ACTIVITY], who normally takes the decision?
 - **IMPORTANT:** When you ask who makes a decision indicate the household member ID codes in order to link decisions to individual respondents. You may enter up to 3 member ID codes.
 - If the respondent mentions decisionmakers who are not part of the household, use the codes:

Non-household, non-family member.....	95
Non-household, family member (specify relationship to respondent).....	96
 - If no decisions were made regarding the [ACTIVITY], use code 98 (Not applicable) and skip to the next activity.
 - If there are more than 3 decisionmakers, ask the respondent to mention the 3 most important ones.
 - Note if the respondent answers “self” only (i.e. there are no other decisionmakers mentioned except the respondent herself/himself), then skip to question **GX.03**.
 - **Activities E and F are optional for GX.01.**
- **GX.02:** To what extent do you feel you can participate in decisions regarding [ACTIVITY]?
 - Read responses aloud and select one response only from the following categories:

Not at all.....	01
Small extent.....	02
Medium extent.....	03
To a high extent.....	04
- **GX.03:** How confident do you feel to make decisions about [ACTIVITY]?
 - This question is optional.

- Read responses aloud and select one response only from the following categories:
 - Not at all.....01
 - Somewhat.....02
 - Very confident.....03
- **GX.04:** When decisions are made regarding [ACTIVITY], who would you prefer make the decision?
 - This question is optional.
 - **IMPORTANT:** When you ask who you would prefer makes a decision indicate the household member ID codes in order to link decisions to individual respondents. You may enter up to 3 member ID codes.
 - Even if a respondent did not participate in decisions, he or she may be doing so by choice, like when a decision is delegated to others, or if the respondent has no interest in the particular activity or decision. This question is intended to capture whether the respondent can participate in the decision-making process if they choose to.
- **GX.05:** Have you been pregnant or given birth within the past 2 years? (Includes currently pregnant women)
 - **Include pregnancy screening question specifically in the nutrition module because it may be different than the household roster.**
 - Note that women who have experienced miscarriage or stillbirth, or have given birth but the baby subsequently died, should still respond “Yes” to this question.
 - For sensitive cases where the respondent is currently pregnant but has not yet informed anyone else, or has experienced death/miscarriage/stillbirth, it is important to convey to the respondent that her responses are completely confidential, and we will not share information that identifies her with anyone.
 - **NOTE:** The timeframe for **GX.05** should be altered to reflect the program implementation period, such that women are only being asked this question if they were pregnant *after* the start of program implementation. Ideally, this same timeframe should be used at all surveys.
 - If respondent answers yes to **GX.05**, continue with activities G-Q. Activities G-L are required. *Activities M-Q are optional.*

Questions **GX.06 – GX.09** ask respondents about their role in making decisions regarding their YOUNGEST child. This can include children of a broad age range. However, questions are included for children of specific ages and they are noted in the survey. *Activity categories B, D, E and F are optional.*

- **GX.06:** When decisions are made about [ACTIVITY], who normally takes the decision?
 - **IMPORTANT:** When you ask who makes a decision indicate the household member ID codes in order to link decisions to individual respondents. You may enter up to 3 member ID codes.
 - If the respondent mentions decisionmakers who are not part of the household, use the codes:
 - Non-household, non-family member.....95
 - Non-household, family member (specify relationship to respondent).....96
 - If no decisions were made regarding the [ACTIVITY], use code 98 (Not applicable) and skip to the next activity.
 - If there are more than 3 decisionmakers, ask the respondent to mention the 3 most important ones.
 - Note if the respondent answers “self” only (i.e. there are no other decisionmakers mentioned except the respondent herself/himself), then skip to question **GX.08**.
- **GX.07:** To what extent do you participate in decisions regarding [ACTIVITY]?

- Read responses aloud and select one response only from the following categories:
 - Not at all.....01
 - Small extent.....02
 - Medium extent.....03
 - To a high extent.....04
- **GX.08:** How confident do you feel to make decisions about [ACTIVITY]?
 - This question is optional.
 - Read responses aloud and select one response only from the following categories:
 - Not at all.....01
 - Somewhat.....02
 - Very confident.....03
- **GX.09:** When decisions are made regarding [ACTIVITY], who would you prefer make the decision?
 - This question is optional.
 - **IMPORTANT:** When you ask who you would prefer makes a decision indicate the household member ID codes in order to link decisions to individual respondents. You may enter up to 3 member ID codes.
 - Even if a respondent did not participate in decisions, he or she may be doing so by choice, like when a decision is delegated to others, or if the respondent has no interest in the particular activity or decision. This question is intended to capture whether the respondent can participate in the decision-making process if they choose to.
- **GX.10:** Do you have a child less than 2 years of age?
 - **NOTE:** The timeframe for **GX.10** should be altered to reflect the program implementation period, such that women are only being asked this question if they were pregnant *after* the start of program implementation. Ideally, this same timeframe should be used at all surveys.
 - If respondent answers yes to **GX.10**, continue with activities J-M. Categories J-L are required. Category M is optional.
 - **CATEGORY M** asks whether or not a child ≥ 6 months of age is fed foods prepared or bought especially for children that adult household members do not eat or drink, such as fortified cereals or baby foods? These are foods that programs or health workers recommend. Special foods for children are foods only given to children and not consumed by adult HH members, such as infant cereals. This category includes lipid-based nutrition supplement (LNS) and micronutrient powder (MNP).

The next set of questions ask about women’s ability to acquire certain resources that are important for child nutrition and their own nutrition.

- **GX.11:** When decisions are made whether or not to purchase [PRODUCT], who generally makes the decision?
 - **NOTE:** Additional items may be included in the questionnaire to better suit a project’s context. In addition, existing items may be disaggregated and asked about separately. For example, instead of asking about meat, poultry, or fish as one category, you may ask about meat, poultry, and fish separately. However, no items may be omitted, and we do not recommend further aggregation of items.
 - **IMPORTANT:** When you ask who makes a decision indicate the household member ID codes in order to link decisions to individual respondents. You may enter up to 3 member ID codes.
 - If the respondent mentions decisionmakers who are not part of the household, use the code:

- Non-household, non-family member.....95
 - Non-household, family member (specify relationship to respondent).....96
 - If no decisions were made regarding the [ACTIVITY], use code 98 (Not applicable) and skip to the next activity.
 - If there are more than 3 decisionmakers, ask the respondent to mention the 3 most important
 - Product categories F, G, J and K are optional.
 - CATEGORY F asks if a child >6 months of age is fed special foods for children that programs or health workers recommend. Special foods for children are foods only given to children and not consumed by adult HH members, such as infant cereals. This category does not include LNS or MNP supplements. Those are under CATEGORY H (Medication, vitamins or supplements for children).
- **GX.12:** You may acquire an item that you need in a variety of ways, such as purchasing or cultivating it or having someone purchase or cultivate it for you. When you need [PRODUCT], can you usually acquire it?
 - Circle one response only from the following categories:
 - Yes.....01
 - No.....02
 - Not applicable.....98
 - Product categories F, G, J and K are optional.
 - This question is intended to understand if the respondent can manage to get the product she needs even if it is difficult to obtain. For example, a respondent that needs medicine but cannot purchase it herself may ask her neighbor to help her get it.

7. Instructions on pro-WEAI + MI modules (optional)

General instructions on administration

This survey module is for the optional market inclusion module (+MI) of the project-level Women's Empowerment in Agriculture Index (pro-WEAI). This module should be collected alongside the core pro-WEAI. Optional questions, which are not required to calculate the pro-WEAI indicators, but may be of interest to some studies, are designated in purple text. The items required for calculating the +MI indicators are highlighted.

For several modules included in the pro-WEAI, the pro-WEAI+MI contains additional questions highlighted. However, the instructions provided in the pro-WEAI (aforementioned) may be used. For example, Module G8(A): Autonomy in Decision Making, contains several additional stories to ask the respondent. However, the instruction provided in Module G8(A) for the pro-WEAI may be used. The same is true for Module G8(B): Self-efficacy Scale. Several additional questions are included, but the instruction in Module G8(B) for pro-WEAI may be used.

MODULE G12(A): Access to reliable sanitation

The purpose of this module is to obtain information about men's and women's access to sanitation facilities at or near their main place of work.

- Read each question and response aloud.
- **G12.01:** Where do you spend most of your working time?
 - Select one response only from the following categories:
 - Agricultural plot.....01
 - Fishery/fishpond..... 02
 - Hive..... 03
 - Orchard..... 04
 - Household plot..... 05
 - Home (e.g. home processing)..... 06
 - Marketplace 07
 - Processing center 08
 - Shop 09
 - Office10
 - Other, specify 97
- **G12.02:** At or near your place of work, is there a place where you think it is safe and clean for you to urinate?
 - Select one response only from the following categories:
 - Yes.....01
 - No.....02
 - Don't know.....97
 - NA.....98
- **G12.03:** At or near your place of work, is there a place where you think it is safe and clean for you to defecate?
 - Select one response only from the following categories:
 - Yes.....01
 - No.....02
 - Don't know.....97
 - NA.....98
- **G12.04:** At or near your place of work, is there a place for you to wash your hands?

- Select one response only from the following categories:
 - Yes.....01
 - No.....02
 - Don't know.....97
 - NA.....98

MODULE G14: Sexual hostility (women only)

The questions in this module should be asked about the [PLACE] the respondent indicates she spends most of her time working at in Module G12(A). This module asks about the woman's perception of how frequently she thinks *others* experience various forms of sexual hostility in the workplace. However, it is still a sensitive topic and you may need to reassure the woman that her answers are confidential.

IMPORTANT: This module is only applicable to female respondents.

- Read each question and response aloud.
- **G14.01:** In general for [men/women] of your age who live in your community, when they are at their place of work, how often do you think that they have experiences where others [OCCURANCE]?
 - Statements in purple are optional.
 - **A:** Treat you "differently" because of your sex (for example, mistreated, slighted, or ignored you)?
 - **B:** Make remarks that people of your sex are not suited for the kind of work you do?
 - **C:** Spread rumors about your sexuality, sex life, etc.?
 - **D:** Make unwanted attempts to establish a romantic or sexual relationship with you despite your efforts to discourage it?
 - **E:** Make you feel like you are being bribed to engage in sexual behavior?
 - **F:** Sexually proposition you, for example invited you to engage in sexual intercourse with them?
 - **G:** Make you afraid you will be treated poorly, for example threatened you, did not give you work, or ignored you if you didn't cooperate sexually?
 - For each occurrence, select one response only from the following categories:
 - Always.....01
 - Often.....02
 - Sometimes.....03
 - Never.....04
 - Refused to answer....98