MIT GOV/LAB Conjoint Analysis: Uganda

Blair Read

April 2016

Timeline

- January – February: Piloting and Research Design
- Early March: Training
- Late March – early April: Fieldwork
- April – September: Data Analysis and Submission of Deliverables

With the help of a team of 36 enumerators and three MIT GOV/LAB researchers, fieldwork for conjoint analysis was conducted from March 20 – April 8th.

Survey Sample

- 16 Districts + Kampala
- Randomly selected from all Northern and Central districts
  - *Excluding Karamoja sub-region and districts within 50 kilometers of the borders with the DRC or South Sudan*
- In each district:
  - 5-6 unique sub-counties (depending on total number of sub-counties)
  - 1 village in each sub-county

- Target: 10 public respondents in each village
- Target: 7-10 private respondents in each village

Research Questions: Conjoint Analysis

- Which candidate attributes are salient to Ugandan voters when selecting members of Parliament in a national election?

- Are Ugandan citizens' political preferences influenced by public discourse and/or the presence of an elected local official or a community leader like a teacher?

- How does social pressure incentivize Ugandan citizens to participate in costly elections?

Methodology: Conjoint Analysis

- What is conjoint analysis?
  - Survey "choice task" — Pick A or B
- Why do conjoint analysis?
  - More honest answers
  - Makes respondents more comfortable
- Each respondent selects one out of two candidates, based on their profiles

	Level A	Level B
ETHNICITY	Co-ethnic	Non co-ethnic
RELIGION	Christian	Muslim
PARTY	NRM	Opposition
HELPED THE COMMUNITY	Did not help community	Helped the community
HELPED THE INDIVIDUAL	Helped an individual	Did not help an individual
CAMPAIGN PROMISES	Promises without a	Promises with a plan

Conjoint Analysis Treatments

- All respondents played six rounds of the conjoint game.
- Some respondents played the game in public, in a discussion group with 4 other members of their community. Others played the conjoint game in private, where their voting behavior was secret.
- Treatment 1: Public versus private respondents
  - *Do respondents behave differently when they play the conjoint game in public or in private? Are their preferences different? Are their voting rates different?*
- Treatment 2: Teacher versus LC1 public groups
  - *Do respondents playing the game **publically** behave differently when they play the game in public with an LC1 from their community, or with a teacher from their community?*

Research Questions: Survey Experiments

- We used the baseline and endline surveys to run several survey experiments.

- These experiments will help us understand citizen behavior and attitudes toward government accountability.

- *What political events are seen as risky?*

- *How do Ugandan citizens form beliefs about the existence of election fraud?*

- *How do Ugandan citizens assign credit or blame to local officials for service provision?*

- *How do Ugandan citizens think about inequality in their own communities?*

STAY TUNED FOR RESULTS!