



Republic of Zambia

2000 CENSUS OF POPULATION AND HOUSING

ENUMERATOR'S INSTRUCTIONS MANUAL

Central Statistical Office
P. O. Box 31908 Lusaka,
Zambia February, 2000



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CHAPTER 1 BACKGROUND

A Census of Population and Housing is defined by the United Nations as the total process of collecting, compiling, evaluating, analysing and publishing demographic, economic and social data pertaining, at a specified time or times, to all persons in a designated area or the whole country. It is the primary source of information about the population of a country. It is undertaken at regular intervals, usually after ten years. The population Census is distinguished from other kinds of field surveys by its traditional background, legal sanctions, coverage, and by the whole scale of the operation and the resources normally devoted to it.

1.2 WHY HOLD A POPULATION CENSUS

The main objective of conducting a Population Census is to enumerate all the people in the country in order to provide the Government, private organisations, individuals, and other stakeholders with the number of persons in each district, township, locality, village, etc., according to age, sex, and other characteristics. For every aspect of planning, it is essential to know the size, structure and distribution of the population of a country. This information is required for various aspects of social and economic planning.

In case of social services, information is needed on:

- (a) **Education:** Planning for education requires knowledge of the number of children of school-going age, who are likely now and in the coming years to require education at various levels. The Government cannot know where to build the necessary schools and train the required number of school teachers, unless it knows where the need is greatest in terms of number of children of school-going age.
- (a) **Housing:** Housing is a problem, particularly in urban areas where many people are living under crowded conditions. If additional houses are to be built in order to alleviate overcrowding, the Government must know the number of people living under these conditions who will require more houses.
- (a) **Health Services:** It is the wish of the Government to improve and expand health services of the country so as to control diseases and minimize the number of children dying during infancy and early childhood. If health services are to be adequately planned for, the Government needs to know the number of people affected.

Similarly, for economic services, information is needed on:

- (a) **Agriculture:** In Zambia, most of the people depend on agriculture for their livelihood. In order to develop agriculture, it is essential to know the number of people involved in agricultural activities, their sex, age, education level and where they are located.
- (a) **Industry:** Industry plays a vital role in any country's economy. For instance, mining is the major foreign exchange earner for this country. A large number of people are employed in mining and manufacturing industries. Hence the need to know their numbers, ages and skills.

For all these purposes, it is not enough just to know how many people there are at the time of the Census. We must know also how fast the population is increasing and how many people there will be in five years time, ten years time, etc. This is why we wish to obtain information, not only on people living now, but also on number of children being born and the number of people dying.

1.3 IMPORTANCE OF YOUR WORK AS AN ENUMERATOR

The Census of Population and Housing is an important national undertaking. As an Enumerator, your work is of great significance in the chain of events, and your responsibility is heavy. Without your conscientious attention to detail and a sense of devotion, it will not be possible to conduct the census successfully.

The data you will collect from respondents will be processed using the most appropriate information

The quality of information to be derived from this data is very much dependent on the quality of the respondents. After the data has been collected and found to be erroneous, it is a very expensive venture to go back and make corrections from the source but the original respondents may no longer be at the location you visited. It is, therefore, a very important one.

1.4 LEGAL POWERS

The Census is being carried out under the provisions of the Census and Statistics Act, Chapter 425 of the Laws of Zambia. All people residing in Zambia, except foreign diplomats accredited to Zambia (i.e. only those attached to Embassies and High Commissions), are required by this Act to provide the necessary information. However, willing co-operation of the people is most important if the Census is to be a success. You must show great courtesy so that you can get the co-operation of the people. Sometimes you may come across some persons who may be reluctant to be enumerated. When every effort to persuade them to provide the necessary information has failed, and they persist in refusing to answer questions, then the matter should be reported to your Supervisor. Do not take the law into your own hands by threatening people with possible prosecution.

1.5 CONFIDENTIALITY OF CENSUS INFORMATION

You and all other Census officials are required to take an Oath of Secrecy, in the presence of a Magistrate or a Commissioner for Oaths. If it is found that anyone has shown the Census documents, or in any other way has disclosed the information contained in them to any unauthorised person, he/she will be liable to prosecution under the Census and Statistics Act, Chapter 425 of the Laws of Zambia. In the course of your work, do not leave the Census questionnaires issued to you in any place where an unauthorised person may have access to them.

1.6 CENSUS ORGANISATION

The country is divided into 72 Districts. Each District is divided into Census Supervisory Areas (CSAs), and each CSA into Standard Enumeration Areas (SEAs). Each SEA is so defined that the number of people in the area will approximately range from 300 to 500 in rural areas and from 600 to 800 in urban areas. In this regard, there will be about 21,000 Standard Enumeration Areas. Thus, there will be about 21,000 enumerators employed to carry out the enumeration exercise.

The Enumerators will be supervised by supervisors. In all, there will be about 7,200 supervisors. The Census Administration in a district will be managed by the District Administrator as the District Census Officer.

Two to three enumerators will be working with each Supervisor. Your Supervisor will issue questionnaires and other materials to you, and will be responsible for organising your activities. He/she will also explain to and show you the boundaries of your enumeration area and give you instructions as to the order in which you should enumerate the people living in different parts of your enumeration area. During the enumeration period, you must keep in constant touch with your Supervisor to enable him/her make adjustments to your programme of work, if necessary. You should also report any difficult cases, such as persons who persist in refusing to answer questions, to your Supervisor. He/she will then either handle the matter personally, or give you advice on how to proceed. Your supervisor will also be visiting you at intervals during the enumeration to see how you are getting on with the work. He/she will check through your questionnaires and if he/she finds any mistakes, you will be required to correct them, even by re-visiting the households concerned, if necessary.

1.7 MATERIALS

You will be given the following materials:

- (a) Census questionnaires, Enumerator's Manual, Stickers, Boxes to store questionnaires and writing Boards;
- (b) HB pencils and rubbers;
- (c) A pencil sharpener/razor blade;
- (d) A note book;
- (e) Letter of introduction;
- (f) A map of your work area;
- (g) A pen;



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ed materials;
ompleted your work, you should return all these

You as an enumerator will be assigned an enumeration area in which you will do the enumeration work for the Census. Your Supervisor will assign this area to you and will also provide you with a map or a sketch showing boundaries of your enumeration area and explain major features of this area in order for you to properly identify the boundaries. For you to cover your area in an orderly manner, you must follow the instructions given by your Supervisor carefully.

Since the co-operation of the people is an essential factor in the success of the Census, your Supervisor will sometimes introduce you to the local, traditional and political leaders and other influential persons in the area to solicit their co-operation.

2.2 HOUSEHOLD

For the purposes of the Census, a household is defined as "a group of persons who normally live and eat together". These people may or may not be related by blood, but make common provision for food or other essentials for living and they have only one person whom they all regard as head of the household. Such people are called members of the household if they normally live and eat together even if they do not sleep under one roof. There could also be situations where people live under one roof but have separate cooking and eating arrangements. Such persons should be considered as separate households. There can also be a one member household where a person makes provision for his/her own food or other essentials for living. Such a person is the head of his/her household.

A household normally occupies the whole of a Housing Unit or part of it, or more than one Housing Unit. A household is in most cases (if not in all cases) identified with a housing unit.

2.3 USUAL HOUSEHOLD MEMBER

A usual household member is one who has been living with the household for at least six (6) months. He/She may or may not be related to the other household members by blood, marriage, or may be a house-helper or farm-labourer. A usual household member normally lives together with other household members in one house or closely related premises and takes his/her meals from the same kitchen.

The following people regard the housing unit as their home or usual place of residence and should be counted as usual household members:

- (a) Persons whose usual place of residence is the place where the household lives and are present at time of the enumerator's visit.
- (b) Other categories of usual members of the household include persons whose usual place of residence is the place where the household lives, but are absent at the time of the Enumerator's visit, eg:
 - i. Persons temporarily away on vacation, business or pleasure trip or any other purpose within the country who are expected to be back within six months or abroad without the rest of the household and expected to come back;
 - ii. Students who usually go to their respective households during weekends and during holidays;
 - iii. Persons working elsewhere who usually go home to their respective once a week;
 - iv. Patients confined in hospitals for any duration; and
- (c) Lodgers of the household who are working, looking for work or detaining, and who do not go home at least once a week;
- (d) Employees of household - includes servants who eat and sleep with the household and who do not go home at least once a week;

- (f)) whose usual place of residence is elsewhere, but who have been in the country for at least six months;
- (g) who have no usual place of residence elsewhere;
- (g) Persons found in the household who are not certain of being enumerated elsewhere;
- (h) Citizens of foreign countries who have resided or expected to reside in the country for more than one year from date of arrival;
- (i) Newly born babies and newly wedded persons.

2.4 HEAD OF HOUSEHOLD

This will be the person all members of the household regard as the head. He/She is the one who normally makes day-to-day decisions governing the running of the household. In cases of the one member households, the member will be the head of the household. REMEMBER A PERSON DOES NOT BECOME THE HEAD OF A HOUSEHOLD SIMPLY BECAUSE HE/SHE IS THE MAIN RESPONDENT.

2.5 BUILDING

A building is any independent structure comprising one or more rooms or other spaces, covered by a roof and usually enclosed within external walls or dividing walls which extend from the foundation to the roof. Each building will be given a separate Census Building Number irrespective of whether anyone is living there or not at the time of enumeration. Abandoned and incomplete buildings in which no one is living at the time of the Census should not be given a Census Building Number. Observe that an abandoned building differs from a vacant building in that an abandoned building is not habitable and may never be used again (condemned). A vacant building is one which is temporarily unoccupied.

There exists a number of variations of this definition. For example, a structure consisting of a roof with supports only, i.e. without walls, will be considered as a building if it is being used for living purposes.

For census purposes one or more structures used for living by the same household on the same premises will be treated as one building.

Examples:

- (a) A house together with detached/independent structures for bathroom, latrine and /or kitchen form one building.
- (b) Several huts for the same household constitute one building. Please note that for cases (a) and (b) first make sure that all the structures are used by the same household.
- (c) A servants quarter in a yard forms a separate building if the persons occupying it are not part of the household in the main housing unit..
- (d) A bungalow (main house) and its detached garage form one building.
- (e) A block of flats forms one building.

Where there are several structures in an institution, each of these structures will be given a separate Census Building Number.

Example:

School Premises: Each of the teachers' houses, each classroom block, each dormitory block will be given a separate Census Building Number.

2.6 HOUSING UNIT

A Housing Unit is an independent place of abode intended for habitation by one household. This should have direct access to the outside such that the occupants can come in or go out without passing through anybody

and have at least one door which directly leads outside in the open or which are not intended for habitation such as garages and barns, quarters by one or more households at the time of the Census will also be the types of Housing Units, thus:

(a) **Traditional Housing Unit:** A traditional housing unit is indigenous to a particular village irrespective of building materials.

(a) **Mixed Housing Unit:** Mixed housing units are of a mixed type i.e. with a unique combination of building materials. An example could be that of a conventional housing unit with concrete block walls with an extension of rooms of pole and dagga walls or a öcabinö.

(c) **A Conventional House/Flats (Housing Unit):** A conventional housing unit is a room or a set of rooms and its accessories in a permanent building. It can also be a structurally separated part of the permanent building by the way it has been built, rebuilt or converted. A conventional house is intended for habitation by one household and is not, at the time of enumeration, used wholly for other purposes. Examples: bungalows, flats/apartments, etc. A Conventional Housing unit may be just one structure, several structures or part of a big structure. If it is part of a structure, then other parts may also be housing units, like in a block of flats, or be other than housing units, like shop, an office, etc., or mixture of such units. In some cases, a place may be originally designed as a barn, warehouse, etc., and thus not intended for human habitation. Later on it may be converted into a housing unit by structural alterations, re-design, etc., and thus may now be fit and intended for habitation. In such cases, these will now be classified as conventional housing units.

(d) **Mobile Housing Unit:** This is any type of living quarter that has been produced to be transported e.g. a tent. A mobile housing unit may also refer to a moving unit such as a ship, a boat, or a caravan occupied as living quarters at the time of the census.

(d) **Part of Commercial building:** This is a living quarter which is part of a commercial building, e.g. shop owners living on top of the shop.

(d) **An Improvised/Makeshift Housing Unit:** An improvised housing unit is an independent, makeshift-shelter or structure built of mostly waste or salvaged materials and without a predetermined design or plan for the purpose of habitation by one household, which is being used as living quarters though it may not comply with generally accepted standards for habitation. Such a unit will be generally found in suburban shanty areas. Not all structures in shanty areas may be considered as improvised as many of these may have been built in a planned manner from regular building materials.

(d) **Collective Living Quarters:** Collective living quarters include structurally separate and independent places of abode intended for habitation by large groups of individuals or several households with no common bond, public objective or interest. Such quarters usually contain common facilities such as kitchen, bathrooms, lounge or dormitories, which are shared by occupants. Examples are hotels, motels, inns, lodges, rooming houses, etc., which provide lodging on a fee basis.

(d) **Institutions:** Institutions are sets of premises in a permanent structure or structures designed to house groups of persons (usually large) who are bound by either a common public objective or a common personal interest. In this type of living quarters persons of the same sex frequently share dormitories. Examples are Hospitals, military barracks, boarding schools, convents, seminaries, prisons, etc.

(d) **Unintended Living Quarters:** Unintended living quarters are structurally separate and independent places of abode. They may have been built, constructed, converted or arranged for human habitation provided they are not at the time of the census used wholly for other purposes. They may also be in use for habitation at the time of the census although not intended for habitation.

(d) **Other:** Other is a residual category of living quarters and includes trailers, boats, tents, caravans, etc.

A building may have one or more housing units but not vice versa. Some buildings may not have any housing units because they are used exclusively for non - residential purposes. Although a housing unit is intended for habitation by one household it may be occupied by more than one, or may even be vacant.

the back of which are two separate servants' quarters on the same house servant and in the other one lives the gardener. The house has separate cooking facilities. Since the main building and the two servants' quarters are on the same premises, and since they eat separately, for Census purposes, they will be given separate Census Building Numbers. The household in the main building will be treated as one household and will be given Census Building Number 001, Housing Unit Number 01 and Household Number 1. The house servant will be treated as a separate household and will be given Census Building Number 002, Housing Unit Number 01 and Household Number 1. The gardener, will also be counted as a separate household and will be given Census Building Number 003, Housing Unit Number 01 and Household Number 1.

Example 2.

A house in a town, intended for habitation by one household, is owned by a landlord who occupies one of the rooms in the house, and lets out the other rooms. Each room is occupied by a different household cooking and eating separately. In this case each household should be enumerated on a separate questionnaire. All these questionnaires will have the same Census Building Number and Housing Unit Numbers but different Household Numbers.

Example 3.

A house originally intended for habitation by one household but converted into separate rooms, each one independent with its own door leading outside or into a common corridor or hallway. For all practical purposes, this is like a block of independent flats and each such independent room should be treated as a housing unit.

Example 4.

A man living in a village has several wives, each living with her children in separate huts. The huts of the different wives are grouped close together and could almost be regarded as different rooms in a house. Each wife cooks and eats meals separately. In this case even if they sometimes eat together, the fact remains that the wives are running separate households. Therefore, treat them as different households. If the huts are grouped together these may be treated as one census building with one housing unit containing several households or, depending upon the arrangement of the huts, one census building with several housing units. When the wives have their own separate clusters of huts not adjacent to one another, these could be treated as separate census buildings.

2.7 BUILDING MATERIALS

(a) **Cement:** Is the building material usually greenish to gray in colour and sometimes light brown. It hardens in moist condition.

(a) **Concrete:** Is a mixture of crushed stones, river sand and cement, with the right amount of water. It can be moulded into any shape. It is weak under tensile stress and strong under compression.

(b) **Iron Sheets:** Usually galvanised iron sheets or can be corrugated. These are the lightest roofing materials and can be obtained in length from 1.2 metres to 3.6 metres. Large lengths can be obtained on special order. They can also be used for walls when flat.

(a) **Grass Thatch:** Traditional roofing material which works well at angles of 35° and more with thatch thickness of 12 centimetre to 15 centimetre. The thatch thickness increases with the decline in angle.

(a) **Tile: Roof Tiles;** small rectangular roofing materials made from fine concrete quarry and slates.

Floor Tiles; Can be PVC or baked clay. If they are baked clay, they are called quarry tiles. They have a rough glazed finish on the face and are about 6 millimetres thick or more.

(a) **Slates:** Thin heavy flat stones formed from layers of mud under extreme heat and pressure after a length of time.

(a) **Burnt Brick:** Brick moulded from seasoned clay and burnt to a temperature of $1,300^\circ$ C.

Persons working elsewhere who usually go home to their respective once a week;

Patients confined in hospitals for any duration; and

v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

- (a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly f

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.

(a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble :

(a) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is gr white.

2.8 WATER SOURCES

- (a)

Protected Well: The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level. a bucket go through. The opening is always covered.

- (a)

Unprotected Well: The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it f

- (a)

Protected Boreholes: These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron cas the suction pipe.

- (a)

Unprotected Boreholes: They are similar in design to protected boreholes except that the top as well as the suction

- (a)

Rain Water Tank: Usually used by individual tenants, to collect rain water from the roofs. These vary in sizes as tl

- (a)

Piped Water: Is usually supplied to households through pipes. The pipes are connected from the source to the indiv



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CHAPTER 3 CENSUS PROCEDURES

In order to identify the housing unit, a special sticker will be pasted on the main door of the housing unit after the persons in that household have been enumerated.

The sticker will be marked with Province, District, Constituency, Ward, Census Supervisory Area (CSA), Standard Enumeration Area (SEA), Census Building Number (CBN), Housing Unit Number (HUN) and Household Number (HHN) and the enumeration date. The date will be that on which you enumerate the household, and not that of any other visit when you do not contact a respondent. The sticker you will paste on the main door looks like the one below. You will fill in the necessary details before pasting the sticker.

STICKER

Sometimes you will not find people at home. In such cases you will have to go back to the housing unit to enumerate the household later. Since the sticker is to be pasted on the door of the housing unit after enumeration of the household has been completed, assign the Census Building Number and Housing Unit Number but do not paste the sticker until after the household has been enumerated. Remember to note this down in your note book.

Only one sticker should be used for each housing unit occupied by one household. In case of a block of flats, separate stickers having different Housing Unit Numbers, should be used for each flat occupied by a separate household. When a household is spread between two or more structures write the same census number on each of the structures. This means that each structure will have a sticker having the same building number.

For cases where a number of households are found in one building with only one door way, paste one sticker on the door. However, you will record the number of households in the box provided for household number. For example, if there are 4 households in one building having only one door way, you will record 1-4 (1 to 4) next to the box provided for household number or cross out the box for household number and write 1-4.

Even though no one is living in a housing unit, you must use one questionnaire (Form A) to indicate this fact and, if possible, record the housing characteristics of this unit in the housing characteristics section of the questionnaire. Fill in a sticker and stick it on the door of the housing unit.

3.2 ETHICS AND RULES OF CONDUCTING INTERVIEWS

As an Enumerator, it is your responsibility to keep strictly confidential anything you learn or observe during an interview. Never disclose the facts about anybody you interview to someone else. Respondents should be told that the information they provide will be used for statistical purposes only and that their names will not be associated with their answers when the information is analysed.

In order to carry out your work successfully you should follow the following guidelines:-

3.2.1 *Preparing for the Interview*

taken before you start your work:

Manual: This includes reviewing the general interviewing procedures, step-by-step, and question-by-question instructions.

(a) **Reviewing the Questions in the Census Questionnaires:** Before you begin interviewing, practise using the questionnaire to build up your confidence. A successful interview requires enumerators who fully understand the Census questionnaires and can use them easily and correctly. Fumbling through the questionnaire like losing your place, shuffling papers, etc. can disturb the person to be interviewed.

(a) **Organising Census Materials:** Be sure you know what materials you need and that you have them with you before going into the field to interview. Check that you have the relevant questionnaire ready at hand before you start asking questions in order to avoid looking confused as you shuffle things around looking for it in the presence of the respondent.

(a) **Appearance and Behaviour:** The first thing the respondent notices about the Enumerator is appearance. It is important that you present a good impression by being neat, polite and courteous.

3.2.2 *Establishing a Good Relationship*

A comfortable relationship between the Enumerator and the respondent is the foundation for good interviewing. The respondents impression of you will largely determine the atmosphere for the whole interview. If you seem uninterested, bored or hostile the respondent will most probably act in a similar way. You should remember that people tend to react favourably if they think the interviewer is someone with whom they will enjoy talking to. This means that you need to impress the respondent by being a friendly and understanding person. Through your good behaviour you can create an atmosphere in which the respondent can talk freely.

3.2.3 *Using the Questionnaire*

The purpose of the interview is to collect accurate data by using the questionnaire and following standard interviewing practices. To achieve this, you need to understand the census questionnaire including how to ask the questions, how to follow instructions in the questionnaire and how to identify the various types of questions.

3.2.4 *Asking the Questions*

You should ask the questions in the way outlined below:

(a) **Remaining Neutral:** You must maintain a neutral attitude with respondents. You must be careful that nothing in your words or manner implies criticism, surprise, approval or disapproval of either the questions asked or of the respondents answers. You can put respondents at ease with a relaxed approach and gain their confidence. The respondents answers to the questions should be obtained with as little influence as possible from you. The questions are all carefully worded to be neutral. They do not suggest that any one answer is preferable to another. When a respondent gives an ambiguous answer, never assume what the respondent means by saying something like "Oh, I see, I suppose you mean....., is that right?" If you do this, very often the respondent will agree with your interpretation, even though it may not be correct.

(b) **Asking Questions in the Order Presented:** Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence. Changing that sequence could alter the intention of the questionnaire. Asking a question out of sequence can affect answers you receive later in the interview.

(c) **Asking Questions As Worded:** Do not change the question. If the respondent does not seem to understand the question, simply repeat it. In order that the information from the questionnaire can be put together, each question must be asked in exactly the same way for each respondent. In some cases, the respondent may simply not be able to understand a question. If it is apparent that a respondent does not understand a question after you have repeated it using the original language, you can rephrase it in simpler or colloquial language. However, you must be careful not to alter the intention of the question when doing this. Sometimes, respondents will ask you to define words in a question or explain part of the question. When this occurs, refer to the relevant chapter in the manual.



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the Respondent: Respondents can be influenced by knowing what answer categories which are not asked with the questions.



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In addition to the questions you must ask, the questionnaire contains instructions for you. The instructions are there to help you use the questionnaire correctly and must be followed closely.

These are:-

(a) **Skip Instructions:** This directs the flow of the interview by telling you which question to ask the respondent next. In other words, it is a method of tailoring the questionnaire to fit the respondents' situation and to prevent you from asking irrelevant questions. You must read these instructions with care so that you do not skip the correct questions and thus, miss out important information. When a question is not asked because of a skip instruction, you do not have to enter anything in the space provided. A good example from the questionnaire is P-20, where persons who never attended any institution of learning are not asked the questions regarding the level of education they completed, which happens to be the next question in the sequence.

(a) **Question Specific Instructions:** Such instructions are always printed in brackets, sometimes bold. They are good reminders for specific instructions. An example is in P-12 where you are instructed to enter tribe for Zambians and major racial group for non - Zambians.

(a) **Screening Instructions:** These instructions specify which persons should be asked the questions. They appear before some sections. For example, questions on education will be asked of persons five years and older only.

3.2.6 *Probing*

This is the technique you will have to employ in order to obtain a complete and relevant answer from the respondent. An answer is always probed if it is incomplete, unsatisfactory or not meaningful. There are a number of reasons why respondents sometimes do not answer questions adequately.

In everyday social conversation, people normally speak in vague and loose terms. Therefore, it is understandable that respondents may at first answer questions in a way which is not clear or specific. It is essential, however, to encourage respondents to express themselves more precisely and in more specific terms. Respondents may not understand the meaning of the question and could provide a response without necessarily answering the question. It is easy to be misled by a respondent who is talkative and gives a full and detailed response that is quite irrelevant and beside the point. In most cases, respondents give an irrelevant answer because they have missed an important word or phrase in the question.

Probing, therefore, has two major functions:

- (a) To motivate respondents to expand upon or clarify their answers; and
- (b) To make the respondents answer precise so that irrelevant and unnecessary information can be eliminated.

Probing must be done without antagonizing the respondent. Respondents must not be made to feel that you are probing because their answer is incorrect or unacceptable.

The kind of probe to use must be adapted to the particular respondent and the particular answer given. There are some general types of probes that are frequently useful but the most important is to avoid getting into the habit of using the same probe. Instead, you must seek to understand what the intention of each question is, so that you will always know in what way a particular answer falls short of being satisfactory. The probe then should be devised to meet this gap. This will require you to be tactful. It is very important to use neutral probes, that is, you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer. The reason for probing is to motivate the respondent to answer more fully or more precisely without introducing bias. Bias is the distortion of responses caused by the interviewer's favouring of one answer over another.

ant Language of Communication?

obe: Oh, you mean
it into saying, "Yes it is

rongaø. Proper probe: which one of the two is
predominant?

Some respondents have difficulties in putting their thoughts into words; others may give unclear or incomplete answers; still others may be reluctant to give you certain information. In dealing with such cases, use procedures which encourage and clarify answers. The following kinds of probes may help you obtain more accurate responses.

(a) **Repeat the Question:** When the respondent does not seem to understand the question, or when he/she misinterprets it, or seems unable to make up his/her mind, or when he/she strays from the subject, the most useful technique is to repeat the question just as it was asked the first time.

(a) **An Expectant Pause:** The simplest way to convey to a respondent that you know he/she has begun to answer the question, but that you feel he/she has more to say, is to be silent. A pause often accompanied by an expectant look or a nod of the head gives the respondent time to gather his/her thoughts.

(a) **Repeating the Respondent's Reply:** Simply repeating what the respondent has said as soon as he/she has stopped is often an excellent probe.

(a) **Neutral Questions or Comments:** Neutral questions or comments are frequently used to obtain unbiased, clearer and complete responses. The following are examples of the most commonly used probes:

- É Anything else?
- É Any other reason?
- É Any other?
- É Could you tell me more about your thinking on that?
- É Would you tell me what you think?
- É What do you mean?
- É Why do you feel that way?
- É Which would be closer to the way you feel?

These probes indicate that the Interviewer is interested and they make a direct request for more information.

Occasionally, a respondent will give an "I don't know" answer. This can mean a number of things. For instance:-

(a) The respondent does not understand the question and answers "I don't know" to avoid saying he/she does not understand.

(b) The respondent is thinking the question over and says "I don't know" to fill the silence and to give himself/herself time to think.

(c) The respondent may be trying to evade the issue, or he/she may feel that the question is too personal and does not want to hurt the feelings of the Enumerator by saying so in a direct manner.

(d) The respondent may really not know.

Try to decide which one of the above is the case. Do not immediately settle for an "I don't know" reply. If you remain silent, but expectant, the respondent will usually think of something to say. Silence and waiting are frequently your best probe for an "I don't know" answer. You will also find that other useful probes are: "Well, what do you think?" or "I just want your own ideas on that".

Always probe at least once to obtain a response to a question before accepting it as a final answer, but be careful not to antagonize the respondent or force an answer if he/she again says that "I don't know".

You should stop probing only when you have a clear, complete answer. However, if at any time the respondent

While it is important to maintain a pleasant and courteous manner in order to obtain the respondent's co-operation, you must also be able to control the interview so that it may be completed in a timely and orderly manner. For example, when answering questions, the respondent may offer a lengthy explanation of problems or complaints. In this situation, you must be able to bring the discussion to a close as soon as possible so that the interview may continue. Politely, tell the respondent that you understand what he/she is saying but would like to complete the interview. If necessary, you may try to postpone any outside discussion by saying "Okay, let's finish the interview first then talk about that later".

In some cases, the respondent may start to provide information about some topic which is covered at a later stage during the same interview. Again, you must control the interview by telling the respondent that you must ask other questions first and that he/she should wait until later to provide information on that particular topic.

3.2.8 Recording Responses

Asking the questions correctly and obtaining clear answers is only part of your job. Equally important is recording the answers given by the respondents.

(a) **Legibility:** All the entries you make on the questionnaire must be legible and confined to the space provided. If your Supervisor cannot read an entry, the questionnaire will be returned to you for correction. All responses which require written words should be clearly printed in block letters rather than script. In most cases you will be required to shade boxes for appropriate responses. The shading should be done clearly within the space provided, otherwise mistakes will be made at different stages of processing.

(b) Filling the Optical Mark Reading (OMR) Questionnaire: There are basically three types of responses required in the questionnaire:

(i) Writing Words: In some cases, you are required to write in the questionnaire. This may be the name of the head of the household, the village or locality name, the district, etc. To avoid the difficulty of reading scripts, you should print all words in block letters.

(ii) Recording Numbers: Special care must be taken when entering numerical responses such as 0 and a 6", 1 and a 7' and 5 and an 8". These may be misinterpreted. All numerical numbers should be written one number per box in order to help differentiate each digit from the other.

(iii) Shading: You will also be required to shade responses in the spaces provided. Special care must be taken when shading the appropriate places so that only the relevant space is shaded. Please note that shading takes a lot of time. Therefore, all the shading for a day's interviews MUST be done every evening to avoid piling up questionnaires pending shading.

3.2.9 Ending the Interview

It is important that you leave the respondent with the idea that you are grateful for his or her co-operation. After all the questions have been asked, thank the respondent and mention that his or her co-operation has been most helpful in providing information for the Census. Also inform the respondent that you may possibly return to collect more information.

3.2.10 Summary Instructions

Get to know these summary instructions of the "DO's" and "DON'T's" thoroughly.

The "DO's":

- (a) Read this manual again and again to refresh your memory.
- (b) Carry this manual with you all the time and refer to it whenever there is any doubt or



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les you must use.

- (e) You must introduce yourself and explain to the respondent the reason for your visit before starting the interview.
- (f) Ask questions in a clear and simple manner and in exactly the same way to each respondent and in the same order they are presented in the questionnaire.
- (f) Record the answers only as given by the respondent himself/herself, but in case of doubt, probe further.
- (h) Write your full name on every Questionnaire as soon as you have completed them.
- (i) Paste a sticker on the door of the housing unit after completing the interview.
- (j) You must attend to all re-call-backs (re-visits) as early as possible and you must be punctual in keeping all appointments made. At the end of every interview thank the household for their co-operation.
- (k) Consult your Supervisor on any doubts or problems that may arise.
- (l) Always handle the questionnaires carefully.
- (l) Make sure you first identify a household through probing. The household is identified within a housing unit(s).

The “DON’Ts”

- (a) Do not phrase questions in a manner likely to suggest answers.
- (b) Do not tend to put words in the mouth of the respondent.
- (c) Do not leave any questions unanswered unless skip instructions specify so. For example in P-24 where those who were not working are not asked questions P-25, P-26 and P-27 since they are not expected to have any employment status, occupation, and industry.
- (c) Do not over-write in case of a mistake. It is better to erase a wrong entry and then enter the correct one.
- (c) Do not allow any person to speak for the respondent, unless the respondent seeks assistance.
- (c) Do not allow any unauthorized person to accompany you or help you in filling the questionnaire.
- (c) Do not show the filled-in questionnaires to any unauthorized person. *Remember this is an offence against confidentiality of information. This could lead to your prosecution.*
- (c) You must not combine Census work with any canvassing for personal gain or topics not relevant to the Census e.g., political, church or any such organizations.
- (j) Do not make calculations or write anything (other than the response in the space provided) on the questionnaire.

Make sure that all the questions have been asked and the answers are recorded before leaving the household. Unnecessary blanks will not be tolerated.

You should always keep in mind the fact that failure to comply with any of the instructions could lead to the jeopardizing of the Census. This could in turn lead to the termination of the contract between you and your employer, the Government, and even your possible prosecution in some cases.

try to isolate it from neighbours by telling them (the neighbours) that afterwards. This is both to ensure confidentiality of the respondent and to avoid respondents knowing the questions in advance.

Although the head of each household (or the main respondent), will in most cases be able to give you most of the particulars about every member of his/her household, you should try to get the information about every adult person from himself/herself as far as possible. Do not ask a man to give information about his wife, or a wife to answer for her husband if they are both present. Adults should answer for themselves, if they are present. It is especially important that wherever possible the information on fertility, e.g. "Children Ever Born", etc, should be obtained directly from the females themselves. In the case of married females, you have to be tactful to ensure that it is the woman and not her husband who answers these questions about herself because husbands tend to be dominant if the interview is carried out with both.

If you are told that certain people spent the previous night with the household but are not present when you make your visit, where possible you should try to find out where they are with a view of cross-checking the information given about them. The particulars of such persons are to be collected as far as possible from the head of the household or the main respondent.

3.4 WHO SHOULD BE ENUMERATED

Starting with the head of the household (whether present or absent), enumerate each and every person, whether visitor or resident, who spent the night before the census date with the household you are enumerating. You should get all the relevant information on each of these people. After listing down the names of all the people who spent the night with the household, you should then ask for the names of the people who normally stay with the household but who did not spend the night with the household. Get the relevant information on each of these absent usual household members from the head of the household/main respondent.

You will generally not be able to complete the enumeration of all the people in your area in one day, and it may take as much as a week or even more, especially in rural areas. Make sure every time you visit a household you start by identifying the people who spent the night prior to the census date with the household. Occasionally, you may come across someone who says that he/she had already been enumerated elsewhere. In such a case, you still have to enumerate him/her again provided he/she spent the night prior to your visit with the household you are covering.

Children born after sunrise on the day of enumeration or persons who arrive after sunrise should not be included among those who spent the night with the household. Persons working night shifts but having normal places of residence, like Security Guards and Nurses, those attending overnight funerals, those out for discos and other social functions during the night, should be enumerated during the day at their normal places of residence and should be deemed to have spent the previous night at their residence. If such a person is not present at the time you visit the household, make a call-back. Make sure such people are not reported as "Usual Members Absent" (3) on the household listing (Form A). When you come across a household attending a funeral, allocate a Census Building Number and Housing Unit Number (CBN and HUN) and note in your note book to visit the household later. (Note that an enumerator will only be enumerated wherever he/she spent the previous night before census date). Name, sex, age and membership status should be asked on Form A.

3.5 WHAT TO DO IF PEOPLE ARE NOT AT HOME

Sometimes in the course of the enumeration, you may go to a Housing unit and find that there is nobody who can answer the questions which need to be answered. In such circumstances, do not paste a sticker on the door of the housing unit, but allocate the Census Number and note in your Note Book to re-visit the housing unit later when the people are expected to be at home. You should tell the neighbours that you will be coming back to that house and ask them to inform the occupants about the time of your next visit. In such cases, a visit early in the morning or late in the evening could be more fruitful. You may have to make up to three visits during the period of the Census if necessary.

There are three types of non-response you may come across, these are:-

- (a) Non-contact, i.e. when you fail to find the respondent even after repeated visits;
- (b) Refusal i.e. when the respondent just refuses to give you information; and

... must get little or partial information about the household, say from

... your Supervisor. Only after confirming the household a non-response case, should you shade the second box provided under **INTERVIEW STATUS**.

3.6 INSTITUTIONAL/COLLECTIVE LIVING QUARTERS

When you come across an Institution/Collective Living Quarters, for example a Prison or a rest house, you should first identify people regarded as the occupants. These should not include workers like Warders and their households in the case of a Prison, or hostel employees who just stay within the hostel premises for convenience, etc. These workers and their households should be treated as any other normal household. The main respondent for an Institution/Collective Living Quarter should be the person in charge, for example the Hotel Manager in the case of a Hotel, the Sister-in-Charge in Hospital Wards, or a more knowledgeable person. Management will also give information on the housing characteristics from H-1 to H-4 (Form A). **You should not ask these people questions on household characteristics since these are household questions.**

Each structure belonging to an institution will be treated as a building and will each be assigned a separate CBN. In the case of large populations found in one building eg, hospitals or hotels, each ward or floor/section will have the the same CBN but different HUN.

Detailed instructions on how to complete the questionnaire are given in Chapters 4 and 5.

3.7 QUESTIONNAIRE HANDLING AND FILLING IN

This section is aimed at bringing to your attention aspects that must be noted when handling and filling in the OMR Forms/Questionnaires. It is important that you become familiar with the issues regarding handling and correct filling in of responses. Information processing in the world today involves handling huge volumes of data. This has prompted the world to improve on its data capturing methods in order to handle large volumes of data within a short period of time. The area of data capturing has seen the introduction of Optical Readers to quickly read data into the computer.

In the Census 2000, the Central Statistical Office (CSO) will use Optical Mark Readers (OMR) to capture data for the first time. It is important to sensitise all concerned parties on the use and handling of these machine-readable Forms/Questionnaires. Unlike ordinary Forms/ Questionnaires which have been used before for data collection, the OMR Forms/ Questionnaires need to be handled very carefully to reduce on the errors. It is anticipated that if these Forms are handled in the right manner, it would reduce on time spent on scanning/capturing the data, which would ultimately result in data being processed within the desired time-frame..

3.7.1 Handling

In order to successfully achieve this new system, care must be taken when handling the OMR Forms/Questionnaires. The following measures must be taken into account in order for the OMR to be able to read all the information required correctly:

- (a) **Do not Write Anything Else on the Form/Questionnaire:** Any unnecessary mark no matter how small may prevent the Form from being read and result in wrong data being captured.
- (a) **Forms/Questionnaires Should not be Folded:** Do not fold the Forms/Questionnaires. Always carry and keep them in the bags and folders provided.
- (a) **Forms/Questionnaires Should not be Crumpled or Creased:** The Forms/Questionnaires must be kept where they cannot be crumpled, smudged or folded at the edges. Creases or folds may prevent them from passing through the Optical Mark Reader.
- (a) **Forms/Questionnaires Should not be Stapled:** Forms/Questionnaires should not be stapled together for any reason. Stapling of Forms/Questionnaires causes tearing by making on the form.
- (a) **Forms/Questionnaires Should not be Stored with Other Items:** Avoid storing OMR Forms/Questionnaires with other items. The bags provided are meant to carry OMR

Any other items should be carried
ns to Handle the Forms/Questionnaires: Ensure that only persons allowed to handle them at that time. Once they have finished ed Forms/Questionnaires should be kept securely and separate from

(a) **The Forms/Questionnaires Should not be Handled with Wet or Oily Hands:** Ensure that you have dry clean hands when handling Forms/Questionnaires. Ensure that any form of oils, dirt or sweat are wiped off hands before you handle the OMR forms.

(a) **The Forms/Questionnaires Must be Stored in a Clean Dry Place:** Once the Forms/Questionnaires are soaked or damp it makes reading very difficult and at times the Forms/Questionnaires may not be read at all. You must ensure that the Forms/Questionnaires are kept dry and clean. They should not be exposed to water or any form of liquid.

3.7.2 *Filling in the OMR Questionnaire*

Before filling in the Form/Questionnaire, you are strongly advised to study the general pattern of the census questionnaire and understand the instructions.

Care must be taken when filling in the Form/Questionnaire to avoid shading boxes wrongly. To avoid wrong entry of responses, everyone should understand how the responses given by the respondents are to be recorded in the questionnaire.

The following instructions will help you to correctly fill in the form/questionnaire:

(a) Use a well-sharpened **HB pencil only** to shade the responses.

(a) **Do not use ink**, for anything written in ink will not be read by the computer. The following features will appear in the questionnaire:

(a) The question or the information title.

(a) In certain cases, blank boxes or space to write the response.

(a) Series of numbers or small box in front of a response. This is the provision for shading the appropriate response.

Note the following:

(a) A column must not have more than one character shading e.g. where codes are used, shade one character per column. In cases of multiple response you may shade more than one box for a question.

(a) Shade the box completely and visibly. The shading should be confined within the small box provided for shading.

(a) Use HB pencil only.

(a) Do not tick %, cross × or circle the space provided for shading.

(a) Erase completely any wrong shading

3.8 SCANNING

Forms will be scanned by enumeration area. Forms which are not correctly shaded or correctly handled will be rejected. After scanning, an error report will be generated for each enumeration area. The report is used to correct rejections and then the Forms are re-scanned. The error report shows which enumeration areas had the most rejections and causes of the rejections. The Enumerator with most mistakes will therefore be traced.

During field work, part of your allowances will be withheld and given upon successful completion of your work. This means that if the error rate for your SEA is high, you shall NOT receive your withheld allowance.

Form A and Form B. The two census forms have been packed in FORM B.

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For ease of control of the forms used for an enumeration area, every area has been assigned forms within a specified range of bar code numbers.

You are advised to adhere to the following:

- (a) A province shall be assigned unique ranges of Form A and Form B. For example:

Province X

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and

Each bar code has ten (10) digits e.g 991025462701. The serial number above example refers to the first eight (8) digits. In the example above you will find that there are 1,600 form As within the specified range of serial numbers. Similarly, there are 7,300 Form Bs within the specified range.

A District shall be assigned unique ranges of Form A and Form B within the Province.

Province X

District Y

From serial No. To serial No. Total No. of forms

Form A 99012001 99012700 700
Form B 88079501 88083700 4,200

In the example above you will find that there are 700 form As within the specified range of serial numbers. Similarly, there are 4,200 Form Bs within the specified range.

- (b) An enumeration area shall be assigned unique ranges of form A and form B within the District

Province X

District Y

SEA Z

From serial No. To serial No. Total No. of forms

Form A 99012001 99012100 100
Form B 88079501 88080100 600

In the example above you will find that there are 100 form As within the specified range of serial numbers. Similarly, there are 600 Form Bs within the specified range.

- (c) Forms shall be given out sequentially until exhausted. For instance an area with a total of 3 enumeration areas and a total of 600 and 3,600 form A and form B respectively, will be treated as follows:

- (i) Enumeration area 1 will be assigned the first 200 Form As and the first 1,200 Form Bs.
- (ii) Enumeration area 2 will be assigned the second 200 Form As and the next 1,200 Form Bs.
- (iii) Enumeration area 3 will be assigned the last 200 Form As and the next 1,200 Form Bs.

SERIAL NUMBERS SHOULD NEVER BE OUT OF SEQUENCE. Each enumerator shall fill in the census forms sequentially in order of increasing serial numbers. For example, the enumerator will use the first Form A in the pad for HHN 01, the second Form A for the second household, and so on until all households are enumerated.

Similarly, the enumerator will use the first Form B in the pad for the first member of a household, the second for the second member and so on until all members are exhausted in the household. Then he/she will move on to the next household.

household, the Census Form A and corresponding Bs will be stored and repeated for all completed households. At the end of enumeration, the forms will be sorted by household and handed over to the Supervisor. The Supervisor will then check the work and separate the Form As from the Form Bs.

All Form As for an enumeration area will be arranged on top of all the Form Bs of the enumeration area. They should be separated within an enumeration area.

3.11 WHAT TO DO IF YOU RUN OUT OF QUESTIONNAIRES

Your Supervisors will give you questionnaires for your enumeration areas. Every evening, collect sufficient questionnaires for a day's work so as not to run out of Forms in the middle of the day. Liaise with your Supervisor approximately how many forms you require per day. However, should you run out of questionnaires, quickly inform your Supervisors who should immediately supply you with more.

3.12 LISTING SHEET

The purpose of a listing sheet is to list down all residential and non-residential buildings in an enumeration area. It gives an overview of the population as well as the number of all buildings in an enumeration area. You will be required to list all the households you visit on this sheet. You will fill the listing sheet at the end of each household interview. Before you start listing, you should first write the Identification Particulars of the enumeration area, being Province, District, Constituency, Ward, Region, CSA and SEA.

You should then start by allocating households serial numbers; Census Building Number (CBN), which you will enter in the first column under 'CBN'. This number runs serially in your enumeration area and has three digits. So the first building you visit will be given 001, the next one 002, etc up to the very last building in your enumeration area. Next you should transcribe the Form A ID bar code number of each household. If a continuous sheet has been used, transcribe the Form A IDs from both Form As of that particular household. There is also provision made to write the name of the household head in case of a residential building. If the building is non-residential, indicate whether it is a church, school, etc. Where you come across vacant households, indicate 'VACANT' in the description category. Thereafter, the locality name should be written. Finally, the household members should be disaggregated. You should write the total number of usual members present and visitors. This information should be broken down by 'Females' and 'Males'. The listing sheet will look like the one shown on page 26.

of Population and Housing Listing Sheet

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Province:..... District:..... Constituency:.....

Ward:..... CSA No.:..... SEA No.:.....

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

- (a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly :

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.

(a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble

(a) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is gr white.

2.8 WATER SOURCES

- (a)

Protected Well: The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level a bucket go through. The opening is always covered.

- (a)

Unprotected Well: The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it

- (a)

Protected Boreholes: These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron ca the suction pipe.

- (a)

Unprotected Boreholes: They are similar in design to protected boreholes except that the top as well as the suction

- (a)

Rain Water Tank: Usually used by individual tenants, to collect rain water from the roofs. These vary in sizes as t

- (a)

Piped Water: Is usually supplied to households through pipes. The pipes are connected from the source to the indi

CHAPTER 4 FORM A GENERAL CHARACTERISTICS

From serial No.

Form A
4.1 PRELIMINARY STEPS
Form B

99012001
88079501

Whether someone is using it as a residential or institutional or residential purposes because people will be found to be in tents, railway signal control stations, railway and bus stations, lorry rickshaws, storage sheds, shops and many odd places. Security Guards and other persons where they work will be enumerated there. You will enumerate every person in your enumeration area at the housing unit where he/she spent the night before the census date. As for people who work during the night but have usual places of residence, their case has already been explained to you in Section 3.4.

When you get to a housing unit, introduce yourself to whoever meets you that you are a Census Officer and that you would like to meet the head of the household. If he/she is not at home find out if there is any knowledgeable adult person present. This person will be the main respondent for the household. Introduce yourself and explain the purpose of your visit. Information about persons below 12 years of age can be obtained from the main respondent but questions about each individual adult should, as far as possible, be directed to each such individual if they are present.

Find out how people in the housing unit/building are grouped for living purposes. Each of these groups of people or single persons as the case may be, will be defined in terms of a household (see Section 2.2). Each of these households will be enumerated on one separate questionnaire except when it is necessary to continue on additional questionnaires when the number of persons in a household or institution is more than fifteen (to be discussed in Section 4.9). Before starting to enumerate, enter the identification particulars on the front page of the questionnaire.

4.2 QUESTIONNAIRE IDENTIFICATION

Write the name and code of the province in which you are operating in the space provided. You will then shade the appropriate code for the province. The province codes are given in Appendix 1.

4.2.1 District Name

Write the name and code of the district in which you are operating, in the space provided, then shade the appropriate code for the district. The district codes are given in Appendix 1.

4.2.2 Constituency

Write the code of the constituency in the space provided, then shade the appropriate code for the constituency. The constituency codes are given in Appendix 2. The map you shall use will also tell you the constituency you are working in.

4.2.3 Ward

A ward is a political delineation of an area. There may be more than one locality in one ward. The map you are using contains ward boundaries. Write down the code of the ward in which the housing unit is located and shade appropriately. Refer to Appendix 3 for the list of codes.

4.2.4 Rural/Urban

Shade appropriately in the provided boxes for rural or urban, depending on the area in which you are operating. You will transfer this information from the map you are using onto the Form.

4.2.5 Census Supervisory Area (CSA)

Your supervisor will give you the number of the CSA in which your work area is located. This number is also given on the maps you are using. Write the number in the boxes provided and shade appropriately in the spaces provided.

4.2.6 Standard Enumeration Area (SEA)

This is the area allocated to you for enumeration. Your Supervisor will give you the SEA number. This number is also given on the map you are using. Write the SEA number in the space provided and shade appropriately.

Give a unique serial number to each building as you continue to each Enumerator's area. The number will be in three digits starting with 0. Two buildings in your enumeration area will have the same Census Building Number. This number will be different from other types of numbers the building may already have, such as house number, plot number, stand number, flat number, etc. The idea is to make sure that all the buildings, and thus housing units in your area have been covered. This will help you, your Supervisor, and anybody else who will be interested in checking on your progress and completeness of coverage. Write the CBN in the space provided and shade appropriately.

4.2.8 *Housing Unit Number (HUN)*

Each housing unit will be given a number within the building. This number will be in two digits. The first housing unit within any particular building should be given number 01, the second one 02, and so on. Structures not intended for habitation but actually being used as living quarters at the time of the Census are to be allocated appropriate housing unit numbers.

Examples:

- (a) Census Building Number 032 has three housing units (houses). These will be numbered 01, 02 and 03.
- (b) Census Building Number 033 has only one housing unit. This will be numbered 01.
- (c) Census Building Number 034 has two housing units. These will be numbered 01 and 02.
- (d) In case of a building where there is no housing unit (or it is non residential), record 00 for HUN and shade the 4th box under INTERVIEW STATUS.
- (c) If the interview status is 'non-contact', record 01 for HUN.

Remember to give it a Census Building Number. Shade the housing unit number under the HUN Column after shading the 4th box under interview status for, "NON-RESIDENTIAL".

4.2.9 *Household Number (HHN)*

Each household within a housing unit will be given a one-digit serial number - 1,2,3, etc. If the housing unit is vacant write '0' and then shade the appropriate space. This will indicate that no one was living there at the time of enumeration. You will then get the housing particulars for the housing unit. If the Housing Unit is occupied, but you do not contact any household member at that particular housing unit, leave the column for HHN blank. For a non residential building, record zero for HHN and shade accordingly.

4.3 AREA IDENTIFICATION

4.3.1 *Village/Locality*

In the case of urban areas, enter here the name of the area, compound or township in which this house is located, e.g. Kansenshi, Chelston, Chipata Compound, Chilenje South, etc. In the case of rural areas, write the name of the village/locality.

4.3.2 *Residential Address*

Residential Address is the information that describes the place in such a manner that a person may be able to reach it by this reference. This will include the name or number of street and the location of this particular building on this street. It will also include house/flat number that the house already has, plot or stand number, or the name of the building if it is commonly known by that name. For example Flat No. 2, Fife Court, Plot 712, Mwalule Road, Longacres. In rural areas, name of a village/locality will suffice.

4.3.3 *Chief's Area*

This information is for the area you are operating in. You should confirm with the respondent the name of the Chief for the area. You could come across people who pay allegiance to different chiefs in your area. What you are supposed to indicate is the Chief of the area. The name should be one of the names given in Appendix 5 of the list of the Chiefs for the district. If you are enumerating an urban area, do not record anything in the spaces



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e. If you come across an area where there is no chief, treat this area

does not appear on the list, probe to find out if there has been any change inform your supervisor about it. Shade the appropriate code from Appendix 3.

Census maps do not show the boundaries of chiefs areas, therefore for the Central Statistical Office to correctly allocate people according to "Chiefs Areas", you should be **VERY CAREFUL** when getting this information.

4.4 RESIDENTIAL STATUS

This includes Collective Living Quarters. The Institutions/Collective Living Quarters are as follows:-

- (a) Hotel/Motel.
- (b) Hostel/Rest House.
- (c) Hospital.
- (d) Learning Institution.
- (e) Prison/Police Cells.
- (f) Other.
- (g) Not Applicable.

Shade the appropriate space under institutional collective quarter. In case of a normal housing unit, shade the space for Not Applicable.

4.5. INTERVIEW STATUS

Check the appropriate category as indicated below and shade the appropriate code.

- (a) **Interview Completed (Occupied):** You will pick this category if the housing units are occupied and you have enumerated the households. Shade the space provided.
- (b) **Non-Contact (Occupied):** You will pick this category after making sure that the house is occupied, but that you cannot find anybody at home throughout your three visits during the Census period. Shade the space provided.
- (b) **Not-Interviewed (Vacant):** You will pick this category after making sure that the house is vacant throughout your three visits during the Census period. Shade the space provided.
- (b) **Non-Residential:** In case of a building which is not a housing unit, pick this category and shade the space provided.

4.6 SUMMARY COUNT

The summary count includes the defacto population i.e. usual members present and visitors. Enter the total number of people listed in the household listing as, "Usual Members Present and Visitors". The total has to be further broken down into "Male" and "Female" and entered under these categories. You should therefore **ignore "Usual Members Absent"**. These must not be entered under the Summary Count. If a continuation sheet is used, the summary count should include usual members present and visitors listed on both sheets.

4.7 ASSIGNMENT RECORD

Write your full name in the space provided. Then enter the date on which you complete the interview. You should do this for each questionnaire you complete.

4.8 HOUSEHOLD LISTING

In the household listing, record all household members starting with the head of the household. The household listing has enough space for 15 persons. If a household has more than 15 persons, use a continuation sheet (to be

al number. In the serial number column, shade the number against the full name for every person entered.

4.8.2 Full Names

In this column, write the full names (i.e. first name and surname) of the persons you are enumerating. Start with the name of the head of the household whether or not he/she spent the previous night with the household. Continue with the names of all members of the household, followed by all visitors who spent the previous night with the household. Lastly, ask the main respondent, who may or may not be the head of the household, for the names of all the usual members of the household who did not spend the previous night with the household.

In order to be systematic, you should follow some kind of order. So write the name of the spouse of the head of the household after that of the head, followed by the names of their unmarried children, married children and their families and, lastly, those of other relatives and the non-relatives, in that order. In case the head of household has more than one wife living as one household, enter first the name of the first wife then her children, and then the next wife and her children and so on.

If you find that there is not enough space to write the full names (first and surname) of the person, enter only the name by which that person is commonly known. For babies who have not yet been given a name, write `baby` followed by the surname, eg Baby Mwanza.

4.8.3 Sex

Shade the appropriate space for the sex of the household members.

4.8.4 Age

In the household listing, age is in broad age groups categorised as <16, <18 and 18+. These refer to age groups 0-15, 16-17 and 18 years and above. Shade the appropriate space for the age of the household members.

4.8.5 Membership Status

There are three categories to this status:

- (1) Usual member of the household who spent the previous night with the household;
- (2) Visitor who spent the night with the household; and
- (3) Usual member of the household who did not spend the previous night with the household.

Remember, the names of the persons are supposed to be written following the same order as that followed by the categories in membership status, that is, category 1 first, then category 2, the visitors, and lastly category 3, the usual members temporarily absent, except for the head of household who has to be entered first irrespective of whether or not he/she spent the previous night with the household.

4.8.6 Household Head - Form B I.D.

This is used as a link from Form A to Form B (s) for the purpose of identifying the household members linked to a particular Form A.

Fill in the bar code number carefully from Form B (General characteristics Questionnaire) for the head of the household and shade the number accordingly.

Example

A bar code found on Form B for the household head would look like this.



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You enter and shade the following on Form A

- iii. Persons working elsewhere who usually go home to their respective homes once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in thickness

4.9 SUPPLEMENTARY/CONTINUATION SHEET

This is used for identifying continuation sheets for the household. Households with more than 15 members will require additional sheet(s) to list the rest of the household members.

Ideally, one questionnaire will be used for each household even if there is only one person in that household. However, there will be cases where more than one questionnaire will be used for one household.

Each main questionnaire has space for entering information for fifteen (15) persons. You will use as many lines as the number of persons in that household. The remaining lines will be left blank. However, if a household has more than fifteen (15) persons, then you will need additional space. In such a case, use one questionnaire for the first fifteen (15) persons and continuation sheets for more persons. In case there are many persons, you will continue using continuation sheets until the whole household or institution has been enumerated. In order to show that you have used continuation sheets (questionnaire (s)) for the household or institution, you should shade the appropriate boxes on the bottom right of the main questionnaire as demonstrated below. For example, if you use a total of 3 continuation sheets, shade the first box on the first continuation sheet, the second box on the second sheet and the third box on the third continuation sheet as

- iii. Persons working elsewhere who usually go home to their respective homes once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete. You will then transcribe all the identification particulars from the first questionnaire onto all the continuation sheets for the household.

4.10 HOUSING CHARACTERISTICS

In this Section we are interested in collecting information on housing units.

A building may have several housing units and therefore particulars of each housing unit will be collected separately from the other even though these may be similar.

is standing intact and is occupied at the time of your visit, then you
and you must collect housing particulars on each housing unit within

If someone is living in a part of an incomplete building, i.e. building under construction, consider the occupied part of the building as a housing unit and collect the necessary information about it.

Remember that if there is more than one housing unit in a building, collect information from each housing unit. For this exercise, a complete house is one which has a roof, walls and a floor.

In some parts of Zambia, it is customary to abandon a standing house/hut if a death occurred in that house/hut. Since for all practical purposes this particular house will never be used, it is as good as already demolished. Do not collect information about this house/hut and treat it as if it was not there. In case only one hut out of a group of huts forming one housing unit has been abandoned but other huts are being used for living, then ignore the abandoned hut but collect the information about the remaining huts.

H - 1: Type Of Housing Unit

In this question we are interested in knowing the different types of housing units such as traditional structures, mixed structures, mobile, conventional and improvised structures etc. Shade the appropriate code.

H - 2: Type of Roofing Material

You can easily identify the type of roof the housing unit has. In case it is not very obvious or if in doubt, ask the respondent. Shade the appropriate code.

H - 3: What Are The Walls Of This Housing Unit Made Of?

Generally, the walls are plastered both inside and outside. If you are not able to tell, ask the respondent. Shade the appropriate code.

H - 4: What Is The Floor Of This Housing Unit Made Of?

Just like in H - 3 above, the respondent may be of assistance in this question. However, if it is quite obvious to you, Shade the appropriate code.

H - 5: Occupancy

Find out how many households are living in the housing unit and shade appropriately.

Single Household

A Single Household means that only one household is occupying one housing unit.

One Household in Several Housing Units

This is when the one household is occupying more than one housing unit.

Shared

This refers to a situation where you find more than one household occupying one housing unit, which is actually intended to house just one household. Shade the appropriate code indicating the number of households sharing the housing unit.

Note that if:

- (i) Either ***Single household or one household in several housing units*** is given as a response to H-5, Go to H-7.
- (ii) ***Shared*** is given as a response to H-5, Go to H-6.
- (iii) Either ***vacant, non contact or non-residential*** is given as a response to H-5, end the interview.

ular unit (if it is shared) and shade appropriately

ooms Does This Housing Unit Have

A room is defined as a space in a housing unit enclosed by walls reaching from the floor to the ceiling or roof covering at least a height of two metres, of a size large enough to fit a bed for an adult. A hut meeting these two qualifications will also be treated as a room. Normally, bedrooms and living rooms will be included in this definition. Passage ways, verandahs, lobbies, kitchens, bathrooms and toilet rooms are not counted as rooms even if they meet the criteria. A garage and a store meeting these requirements should be treated as rooms only if these are actually being used for living purposes at the time of enumeration. Find out the number of living rooms and bedrooms in the housing unit and shade the appropriate figures provided. If you come across a bedsitter, treat it as a bedroom as opposed to a living room.

Study and drawing rooms, living or family rooms, play rooms, etc. are to be considered as living rooms or bedrooms depending on the use and if they meet the above criteria.

H - 8: Does This Housing Unit Have A Kitchen

A kitchen is a space which conforms in all respects to a room and is equipped for the preparation of meals and is intended primarily for that purpose. In cases where more than one household share a kitchen, attach the kitchen to only one of them. Shade appropriately.

H - 9: What Is The Main Source Of Water Supply For This Housing Unit

Find out the main source of water for drinking and cooking for the household and shade the appropriate code.

4.11 HOUSEHOLD CHARACTERISTICS HH - 1: What is The Main Source Of Energy

Used For Lighting By This Household

Ask for the main source of energy used by the household for lighting. Since availability of energy for lighting is what is to be determined, even if a housing unit has the necessary wiring but is not connected to the electric supply system, the household will not be considered to be using electricity. Shade the appropriate code in the box provided.

HH - 2: What is the Main Source of Energy Used for Cooking by this Household

It is the main source of energy used for cooking we are interested in. Shade the appropriate code in the box provided.

HH - 3: What is the Main Source of Energy Used for Heating by this Household

It is the main source of energy used for heating we are interested in. Note that 'heating' in this case does not refer to heating/warming food or water but to heat a room. Shade the appropriate code in the box provided.

HH - 4: How is the Household Refuse Disposed?

Find out how the household disposes its refuse and shade the appropriate response.

HH - 5: Does Your Household Have?

Find out whether the household has any of the listed items and shade appropriately.

HH - 6: What is the Main Type of Toilet Used by Members of this Household?

Everybody uses a toilet of some sort and we are interested in the type of toilet used by members of the household. Shade the appropriate code in the box provided. If the household has no toilet facility, or uses 'other' toilet facility, do not ask HH-7. Instead, go to HH-9.

HH - 7: Is This Toilet Inside or Outside this Housing Unit?

ing unit or outside. Shade the appropriate code in the box provided

Members of this Household?

Ask the respondent if this unit is shared with members of other households. Shade the appropriate code in the box provided depending on the response given.

HH - 9: Is this Housing Unit Owned by any Member of this Household?

Ask the respondent if this housing unit is owned by any member or members of the household. If the response is "Yes", ask the respondent question HH-10, if the response is "No", skip question HH-10 and go to HH-11.

HH - 10: How was this Housing Unit Acquired?

If the response to HH - 9 is "Yes", then ask how this housing unit was acquired. Then shade the appropriate code in the box provided depending on the response given. For any response to this question, skip to A1.

HH - 11: Is this Housing Unit Provided Free by the Employer/Friend or Relative of any Member of this household?

If the response to HH-9 is "No", that is, if the housing unit is not owned by any member of the household, then find out if the housing unit is provided free by the employer/friend or relative of any member(s) of the household. If the housing unit is provided by the employer, it may or may not involve payment of rent as sometimes employers charge full rent, sometimes a nominal rent and sometimes no rent at all. If the employer deducts any amount of money from the salary of any member of the household for rent, then the housing unit is not provided free.

When an employer provides a housing unit then it is not necessary to find out whether or not the employer is also the owner of that house/housing unit. For example, the housing unit may be owned by a private landlord but rented by a company which has provided this housing unit to its employee. As far as this household is concerned, the housing unit has been provided free by the employer.

If the housing unit is provided free by the employer then skip question HH - 12 and go to HH - 13 since HH - 12 would not be relevant to such a household. If the response is "Yes", by friend or relative skip to A1. If the response is "No", then you ask the next question. In either case, shade the appropriate code in the box provided.

HH - 12: Is this Housing Unit Rented from the Employer of any Member of this Household?

Find out if the housing unit is rented from the employer of any of the household members. If the response is "Yes" shade the first box. If the response is "No" shade the second box and go to HH- 14.

HH - 13: Is the Employer.....?

Ask the respondent who the employer is and shade the appropriate code. In cases of domestic servants who are provided with housing by their employers, the response category taken is "An Individual". **Go to A1 for all the responses to this question.**

HH - 14: Is this Housing Unit Rented From.....?

This question is asked of households who responded "No" in HH - 12, that is those who replied that the housing unit is not rented from the employer of any member of the household. In cases of domestic servants who are provided with housing by their employers, the response category taken is "An Individual". After getting the response, shade the appropriate code.

4.12 AGRICULTURE

In this section, we would like to know whether the household is engaged in any agricultural activity i.e. crop growing, live stock or poultry raising, or fish farming.

Agricultural Household is a household in which at least one member is carrying out some agricultural activity on the holding belonging to the household, and/or horticultural farming.

Agricultural Activity is the growing of any crop and/or raising of livestock and/or raising of poultry and/or fish

used for agricultural purposes such as growing crops and/or raising
under a single technical management. Livestock include cattle,
pigs, goats, sheep and donkeys. Poultry includes chickens, Ducks, Gees, Pigeons, Guineafowls, Rabbits and
Turkeys.

Zambia's agricultural season extends from 1st October of one year to 30th September of the following year.

A-1 Find out from the respondent whether the household was engaged in any of the listed agricultural activities since 1st October 1999

(Remember horticultural farming should be regarded to be crop growing and should follow under other crops)

A-2 Find out from the respondent whether they grew any of the listed crops on their holding during the 1999/2000 agricultural season.

A-3 Ask the respondent whether any member of the household raised any of the listed livestock/poultry on the holding since 1st October 1999.

(Remember raising here means keeping of animals on the holding regardless of ownership)

A-4 Find out from the respondent whether the household was engaged in fish farming on the holding since 1st October 1999.

(Remember fish farming is the raising of fish in fish ponds)



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INDIVIDUAL

The questionnaire, (Form B) will be used to collect information for each person present the night before the census date (de facto population). As much as possible adults will answer the questions on Form B if they are present. In cases where they are not present and for children, the questions will be answered by the main respondent. For usual members absent, the main respondent will give you the information only up to P 5 (age).

5.1 DEMOGRAPHIC CHARACTERISTICS

5.1.1 Full Name

Fill in the full name of the person you are collecting information for as indicated in the household schedule.

5.1.2 Serial Number

This shows what number the individual is on the household listing on Form A; eg since the household head will always be listed first on the household listing, his/her serial number will be 1. Therefore, 1 will be shaded for serial number. For the person who is second on the household listing, 2 will be shaded.

If a continuation sheet is used, the individual who is listed first on the continuation sheet will also have 1 shaded for his/her serial number.

P 1: Form A I.D.

This is used to identify which household the individual belongs to. Fill in the bar code from Form A on to the Form Bs of respective household members. This means that all members of one household on one Form A will have the same Form A ID, i.e., if a continuation sheet is used, all household members listed on the original Form A will have the same Form A ID (as on the original Form A) while those listed on the second Form A will also have the same Form A ID (as on the continuation sheet).

A bar code on Form A would look like this.

You should write the bar code and shade appropriately under P1.

- iii. Persons working elsewhere w/ once a week;
- iv. Patients confined in hospitals;
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete ca

5.1.3 Continuation sheet number

This is used to show individuals listed on a continuation sheet. If a continuation sheet is used, persons listed on the second Form A will have 2 shaded on their Form Bs under this column. Those who are listed on the third Form will have 3 shaded on their Form Bs and so on. This column will remain blank for persons listed on the

the household head from the other persons with serial number 1 in rank for the household head while it will be shaded 2 or 3 up to 6 her individuals are listed.

There are three categories to this status:

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

(a) In this column, shade the appropriate space for each individual depending on his/her membership status.

P 3: Relationship

Find out the relationship of the person to the head of the household and shade the appropriate space. Other relatives will cover relationship by blood, marriage, adoption, etc.

P - 4: Sex

Shade the appropriate space for sex. Take particular care to record the correct sex of young children. In some cases you will not be able to tell whether a baby is male or female. You should ascertain what the sex of the child is. Ask if you are not sure. The name or appearance may not reflect the sex of a child.

P - 5: Age

Age is a very important personal characteristic that we are concerned with in the Census. Two columns are provided for entering the age. For all those persons who are one year old or older, the age will be recorded in completed years and `00` will be recorded for babies less than a year. The age will be entered in two digits, 01, 02, 09, 10, 11,.....89. For those who are 90 years and older, 9 and 0 will be shaded.

Example:

- (a) A person who is 17 years and 11 months old will have 17 entered as his/her age (since age is reported in completed years);
- (a) An infant who is 4 months old will have `00` entered in the columns and shaded since it has not yet completed a year;
- (a) A person who is 107 years will have 90 entered and shaded as his/her age.

In some cases the question on age will not create problems. Almost all persons who have been to school know their age. Where there may be some doubt, ages of children can be reasonably estimated by looking at them and comparing them to other children of known ages in the household.

Some people will, however, not know their ages. In such cases you will have to estimate their ages. Ask such a person how long they have been living in the area, about what time in their life they came here, what they did then, for how long, how old they were when they left their parents` home, etc. In this manner, you can build their life history. It is also possible to determine their age by referring to some historical events that they may remember, e.g., how old they were when the Lusaka-Mongu Road was built by the Chinese, or when the name of Feira Boma was changed to Luangwa, or when a certain Chief died, or when Katima Mulilo Pontoon disaster occurred, or when Mufulira Mine disaster occurred or when Zambia became independent, etc. Such historical events are meant to help a respondent remember how old they may have been when they were occurring. Do not rely completely on a single event. You should also check this with a later event.

If you have already ascertained the age of some other members of the household or of a neighbour, this may be of considerable help in determining the ages of other members of the household. For example, if you have estimated that the eldest child of the head of the household is 12 years old, you may be able to determine the ages of the other children by finding out how many years elapsed between the births of the different children.

on 20th June, 1954 and the date on the day you are visiting the household is 27th of August 2000. This means that this respondent will turn 46 on 20th of June 2000, (i.e., 2000 - 1954 = 46) but since we are reporting age in completed years, we just report age on the last birthday, which fell on 20th of June 2000. So you are supposed to enter 4 and 6 in the spaces provided and shade 4 and 6 for age since we only report age in completed years.

(a) A respondent gives his/her date of birth as 12th October, 1962 and the date on the day you visit the household is 27th of August 2000. This means that this respondent will turn 38 on 12th of October 2000, (i.e., 2000 - 1962 = 38) but since we are reporting age in completed years, we just report age on the last birthday, which of course is 38 - 1 = 37 completed years, since he is yet to turn 38. So you shade 3 and 7 for age.

This question on age will be the last one to be asked of all persons who are usual members of a household, but absent at the time of enumeration (P5).

5.2 MIGRATION FOR ALL PERSONS

One of the characteristics of a human being is the tendency to move. There are many and varied reasons why people move. We shall only consider movements which result in crossing administrative boundaries as "Migration", that is, only if a person has moved from one district to another.

P-6 Where was.....Born? (Birth Place)

In this question, "Place" refers to district for cases within Zambia, or country for cases outside Zambia whether the person is Zambian or not. For persons born in Zambia, write the district of birth and then shade the appropriate space. The district codes are provided in Appendix 1. Some people may not know the name of the district in which they were born, but they generally know the name of the Chief's area. In such cases you should write out Chief's area and then later on refer to the list of Chiefs by districts in Appendix 5, and find out which district the Chief belongs to. In case the person was born outside Zambia, write the name of the country in which he/she was born. Then write the name of the country, its code and shade the appropriate country code in the space provided. The country codes are given in Appendix 6. Do not write the name of the district of a foreign country.

5.2.1 Rural/Urban

Find out whether the part of the district in which the person was born was a rural or urban area at the time of his/her birth. Shade the appropriate space. The list of urban areas and townships is given in Appendix 4. In case of a foreign country, shade the box for "Not Applicable".

P - 7: What is.....'s Country of Citizenship?

Write the name of the country of which the person is a citizen in the space provided. Then enter the country code in the appropriate boxes. A list of countries and their respective codes is given in Appendix 6.

P - 8: Purpose of stay (non - Zambians only): What is your purpose of stay in Zambia?

People come to Zambia for various reasons. Among them are seeking refuge/asylum. A refugee is a person who is outside his/her country of origin due to civil conflict and cannot be given protection of his/her own government. An asylum seeker could be regarded the same as a refugee, but the difference is that an asylum seeker is a person who has made his/her intentions known to the government but has not yet been granted refugee status. Shade the appropriate space for the purpose of stay.

P - 9: What is your Religion?

Shade the appropriate space for religion.

P - 10: How Long Has.....Been Continuously Living in this District? (District of Enumeration)

A person can live in the same district from birth without moving. Others may move from district to district, changing residence over time. For those who move, it is possible to keep coming back to the same district. What

Suppose you are in Chinsali District and you come across a person who was born in Serenje District and lived there until 1981. This person then went to live in Chinsali District where he/she stayed up to 1990, after which he/she moved to Mansa District and then returned to live in Chinsali District in June 1994 where he/she is living up to now. His/her continuous period of residence in this district is from June, 1994 to August 2000, that is 6 years and 2 months. Shade 06 and 02 in the respective boxes. You are not to consider the period of his/her previous residence in the district, eg, a Zambian of Asian origin.

P - 11: Where Was.....Staying in August last Year?

In this question you are to ask the respondent his/her place (district) of residence 12 months ago and whether that place was an urban or a rural area. This is not over the duration of the last 12 months, rather it is about this time 12 months back, i.e in August last year.

Write the name of the district in which this person was residing 12 months ago and then shade the appropriate code in the boxes provided. This can either be the district where he/she is now residing or another district. In case the person lived outside Zambia 12 months ago, write the name of the country where he/she was residing at that time and then enter the appropriate country code. For infants born less than 12 months ago, shade 888 in the boxes. If a person is not sure of the district, then ask him/her the name of the Chief in whose area he/she was living. From this information you can find out the name of the district (see Appendix 5).

Find out if the place where the person was living 12 months ago was a rural or an urban area. Shade the appropriate space for rural and urban areas. The list of urban areas and townships is given in Appendix 4. For infants born less than 12 months ago and for those who were living outside Zambia at that time, shade the space for Not Applicable (N/A).

5.3 ETHNICITY AND LANGUAGE

P - 12: Ethnicity

This question refers to the Tribal-Group the person belongs to. It is an easy question but can be misunderstood. If a person says his/her parents belong to two different tribes, ask which one he/she identifies himself/herself with. In the case of some Zambians (such as those of Asian origin) and Non-Zambians, write the major racial group to which the person belongs, i.e African, American, Asian or European, then shade the appropriate space.

P - 13: What is.....'s Predominant Language of Communication?

You are required to find out the predominant language the person uses most frequently for his/her day-to-day communication with his/her neighbours, at factory, in office, in market places, etc. Note that it is not necessary that a person may be able to read and/or write in this language. For babies who have not yet started talking, or for the deaf and dumb, write code 88 for Not Applicable and shade appropriately.

P - 14: What is.....'s Second Language of Communication?

You are now required to find out the second language the person uses. As in P 13, note that it is not necessary that a person may be able to read and/or write in this language. Some people have only one language of communication. In that case, put a dash (-) in the box provided, write 88 in the boxes that follow and then shade 88 in the shading spaces.

5.4 DISABILITY

You are about to start a rather sensitive topic. Prepare the respondent by telling him/her that you are now going to start asking questions on disability.

A person with a disability is defined as a person who is limited in the kind or amount of activities that he or she can do because of the on going difficulties due to a long term physical condition, mental condition or health

Temporary conditions such as broken legs and illness are excluded. Months should be included.

Find out whether this person is disabled and shade appropriately. If the respondent is not disabled, skip to P18.

P-16 What is Your Disability?

Find out what disability the person has and shade appropriately. Also note that a person may have more than one disability. Shade all disabilities reported.

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

- (a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly f

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.

(a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble :

(a) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is gr: white.

Causes of disability are categorised as follows:

- (a) Congenital/prenatal - these are disabilities which one is born with.
- (a) Disease/illness e.g. polio, leprosy, cataract.
- (a) Injury/accidents/trauma e.g. road accidents, injuries from accidental falls, fire etc.
- (a) Other, eg, unsuccessful medical operation, witchcraft, wrongful application of traditional and conventional medicine.
- (a) Unknown.

5.5 EDUCATION: FOR ALL PERSONS 5 YEARS AND OLDER P -

18 Can.....Read and Write In Any Language?

Ask if the person can read and write in any language (local languages included) then shade appropriately.

P - 19: DoesGo To Any Institution Of Learning?

Under this question you are to record the present status of school or college attendance of each person. Shade the appropriate space.

Since the census will be held during a period when many schools and colleges will be closed for holidays, for

gø will be taken to mean that the person attended school during the
also. Note that:-

g including teacher training should be considered as persons
attending full-time.

(a) Apprentices in factories or workshops should not be shown as full - time students. Shade the fourth space provided.

(c) Persons attending night school should be shown as part - time students.

(d) People engaged in correspondence studies are not full time or part time students. Shade the third space for correspondence.

P - 20: Did.....Previously Go To Any Institution of Learning?

This question is for persons who answered "No" under P-19. Since we have established that they are not attending any institution of learning at present, we are interested to know whether they did so previously.

P - 21: What highest Level Of Academic Education HasCompleted?

Under highest academic educational level completed, write the highest educational level completed by each person who has ever attended an educational institution (including correspondence schools). Shade the appropriate figures for the highest level completed whether a person is still attending full time or part-time or has attended previously and is not attending now. The codes are given below and in Appendix 8. For children attending nursery school and those currently in Grade 1, their academic qualification completed is 00. For persons who were educated outside Zambia, indicate the appropriate Zambian equivalent of the level reached.

Example 1:

If someone passed Standard 5, i.e. was in school system before 1956, write 06 and then shade appropriately. For cases up to GCE 'O' level, the level completed is what matters when recording highest level of education. For cases after GCE 'O' level, qualification is what matters.

Example 2:

Suppose a person completed Form 5 GCE 'O' level in 1980. In 1981, he/she went to study at the University of Zambia. After two years he/she was re-directed before completing the programme. For this person write 12 in the space provided and shade appropriately. The two years spent at the University are not considered in this case.

The system of school standards, grades and forms has been changed four times since 1956. The following are roughly the relative levels. Enter the appropriate code as provided in the last column below.

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

- (a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly found in

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.

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Persons working elsewhere who usually go home to their respective once a week;
 Patients confined in hospitals for any duration; and
 Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

(a) The level completed is the qualification or attendance (i.e. degree, diploma, certificate, etc.) that an individual has acquired, whether by full-time study, part-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification, therefore, implies the successful completion of a course of study.

P - 22: What Highest Professional/Vocational Education Has.....Completed?

All professional or vocational education will be recorded under this column. Find out the highest professional or vocational education the respondent has completed and what level. The levels are:

- (a) Certificate.
- (b) Diploma.
- (c) Degree and above (Bachelors, Masters, Doctorate, etc.).
- (d) None.

Write the field of study and enter code from the list of supplied educational programmes in Appendix 9. Shade the appropriate level.

For students currently attending school and those not attending school write none, enter and shade Code '88'.

Examples:

(a) A person passed Form 3 examination in 1958. After that he/she obtained a Certificate in Textile Printing. Under professional/vocational education you will write **“Certificate in Textile Printing”** in the space provided for Professional/Vocational and later on enter |4|2| and shade appropriately in the space provided. You will also shade appropriately for certificate.

(a) A person passed Form 5 examination in 1980. After that he/she obtained a Diploma in Electrical Engineering. Write **"Diploma in Electrical Engineering"** in the space provided, enter |0|3|, standing for the field, that is, Electrical Engineering and shade appropriately. Shade appropriately for diploma as well.

(a) A person passed his/her Form 5 examination in 1969. After that he/she obtained a Bachelors Degree in Agriculture. Write **Degree in Agriculture** in the space provided for Professional/Vocational and later on enter [3|9] and shade the boxes provided for degree and |3|9|.

(a) A person passed his/her Bachelors Degree in Agriculture. After that he/she obtained a Masters Degree in Agriculture. Write **"Masters Degree in Agriculture"** under the professional/vocational column. Later, enter |3|9| in the boxes and shade appropriately for degree and agriculture. A list of educational programmes is provided in Appendix 9.

5.6 ECONOMIC ACTIVITY: FOR PERSONS 12 YEARS AND OLDER

In this section, we want to find out whether a person is working or not and, if working, then what type of work he or she is doing. For those who are not working, we would like to know whether or not a person is seeking work or interested in getting work or whether a person is engaged or involved in some other activity such that he or she is not available or interested in doing work of any economic kind. These questions are to be asked only of persons who are at least 12 years old on the day of enumeration.

The persons who are 12 years and older can be divided into two categories:

- (a) Those working, or not working but interested in work (Labour Force); and
- (b) Those neither interested nor available for work (not in Labour Force).

- (i) Able to work and actively seeking work; and
- (ii) Able to and interested in work though not actively seeking work.

Those not in labour force will include the following categories of persons:

- (a) Mainly looking after own household duties (housewives/homemakers), not persons who help with household full-time or part-time looking after children;
- (c) Not able to work (disabled, too old, invalids);
- (d) Pensioners (only those solely living on pensions);
- (e) Persons living only on rental incomes, past savings, interest, inheritance gambling income, etc.; and
- (f) Others, who are neither interested nor available for work, such as beggars, vagrants, prisoners, etc.

5.6.1 Working For Pay or Profit

We define a person as working if he or she performed some work for pay or profit. Payment may be either in cash, in the form of goods or services or in any combination of these.

Examples:

- (a) A person employed by someone on fixed monthly income or weekly or daily wages.
- (b) A person who is paid by an employer on the basis of piece work.
- (c) A person running his/her own business such as a marketeer, a hawker, a cobbler, a tinsmith, a bottle-store operator, a grocery/store owner, etc.
- (d) Two (or more) partners running a business.
- (e) A farmer who tills his/her own farm, with or without the help of other persons.
- (f) A farm labourer who is paid partly in cash and partly in terms of farm produce.
- (g) A person who works in a hotel and gets his wages partly in cash and partly in terms of board and lodging.
- (h) Some students manage to find a job during school holidays and might be working during the reference period. These should be classified as working.

Persons who had a job and would normally have worked for pay or profit or return in kind but were:

- (g) Prevented from working by temporary illness, bad weather, industrial dispute such as a strike or a lockout, on suspension and;
- (h) All persons who had got a new job but had not yet reported for work, are to be classified as working.

A person will be classified as working if he/she did any work for pay, profit, or family gain any time during the preceding week for a period equal to at least one working day. By 'preceding week' we mean seven days immediately before the day of enumeration.

For people in agricultural and allied operations the following activities will constitute work during the preceding week for a period equal to at least one working day:

- (a) Agriculture: Growing of crops, fruits and vegetables, and raising of poultry and livestock.
- (b) Fishing and hunting.
- (c) Forestry: Collecting or cutting wood, charcoal burning, gathering of honey and beeswax from trees, gathering of mushrooms, caterpillars, etc, and collecting wild fruits, etc for sale.

Persons (housewives/homemakers) doing only household duties of looking after their own families are not to be regarded as working. Therefore, do not include housewives/homemakers who do not have paid employment or who do not work regularly in a family business or on a family farm as working. However, if a housewife/homemaker is having paid employment or works on a family farm or a family business, he/she is then to be regarded as working. Similarly, a housewife/homemaker who looks after another family and is paid for his/her work in cash or kind is to be regarded as working.

5.6.2 Seasonality

aged in seasonal work. Seasonal work refers to a seasonal activity

This refers to persons who, during the reference period, performed some work for a wage or salary, in cash or in kind. The work referred to in this category is not seasonal but done throughout the year.

5.6.4 Worked - unpaid non-seasonal

This refers to persons who, during the reference period, performed non seasonal work, without a wage or salary.

5.6.5 Worked - paid seasonal

This refers to persons who performed seasonal work for a wage or salary during the reference period.

5.6.6 Worked - unpaid seasonal

This refers to persons who performed seasonal work without a wage or salary.

5.6.7 On Leave

This refers to persons who had a job and would normally have worked for pay or profit or return in kind but were on paid or unpaid vacation or study leave.

5.6.8 Unpaid Work On Household Holding Or Business

This refers to persons who worked without pay during the reference period on a household holding or business.

5.6.9 Unemployed And Seeking Work

This refers to persons who took steps to seek paid employment or self employment during the reference period. This will include people who:

- (a) Registered at an employment exchange;
- (b) Went to possible employers to ask for a job;
- (c) Wrote a letter or applied for a job;
- (d) Asked friends, relatives, neighbours, etc. to help them find a job; and
- (e) Made any effort to start business e.g. opening a market stall or clearing a piece of land say for an agricultural activity.

5.6.10 Not Seeking Work But Available For Work

This refers to persons who were not working but would like to have a job. These persons are not sure that there is any job available, or who imagine that they are over qualified, or who just say "Where can I get employment?"

5.6.11 Full Time Housewife/Homemaker

This refers to persons who are engaged in household duties in their own home; and not persons who help with household chores or looking after children.

5.6.12 Full-Time Students

This refers to persons of either sex not classified as usually economically active who attended any regular educational institution, public or private, for systematic instruction at any level of education during the reference period. Also note that those who are on holiday at enumeration time but attend an educational

time students.

asons

work and were not housewives or homemakers during the reference period. This includes those who are sick, disabled, retired and also those who may not want to work, beggars, prisoners, vagrants, gamblers, etc.

P - 23: What Was.....Mainly Doing In The Last 7 Days?

Under this question you have to determine the economic activity category to which the person belongs. The reference period in this question is the last 7 days and all persons who will fall under categories 1, 2, 3, up to 8 will be treated as the currently economically active population (Labour Force), while those falling under categories 9, 10 and 11 will be treated as being outside the labour force.

P - 24: What Has Mainly Been Doing in the last 12 months?

Under this question the reference period is the last 12 months, thus, persons who will fall under these categories (i.e. worked paid non seasonal, worked unpaid non seasonal, worked paid seasonal, worked unpaid seasonal, on leave, unpaid work on a household holding or business and unemployed and seeking work) will be regarded as the "Usually Economically Active Population". The difference between P-23 and P-24 is the reference period.

Since this reference period of 12 months will be vital in capturing persons in agricultural and allied operations, the following examples are important in pinpointing such persons:-

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

(a)

(a) All those who answer Yes to any of these questions will be considered as working and therefore, you should shade appropriately in the questionnaire.

All respondents who answer No to any of these questions, that is, those who were not working, are not supposed to have any Employment Status, Occupation or Industry. Therefore, you are supposed to skip to P - 28 (Marital Status).

P - 25 Employment Status in the last 12 months

This question is to be asked only of those persons who were considered working in P-24. Shade the provided appropriate space.

By Employment Status we mean that a person is self-employed, employs others, is employed by someone or works on the family farm in the family business without actually being paid. All these terms are further explained below.

The Employment Status will be determined by the status of the person during the reference period. If a person worked on more than one job during the reference period, then the Employment Status of that person will be determined according to the job on which he/she spent more time. For example, if a person was employed in a garage as a mechanic for 7 months (as an employee), but drove his/her own car as a taxi driver (self employed) for 5 months, then he/she will be classified as an employee. If he/she was an employee in the garage for 6 months and drove the taxi for 6 months i.e. the time spent in different jobs being the same, then you will determine his status on the basis of the job from which he/she received more income.

5.6.16 Employer

An Employer is a person working on his/her own economic account or with one or few partners. He/she holds a self employment job and in his/her capacity has engaged on a continuous basis, one or more persons to work for him/her as employees for pay, either in cash or in kind. For such a person, shade the first box for Employment

er, a farm hand, etc.

- (b) A carpenter who runs his own workshop and employs others as carpenters, helpers, etc.
- (c) A garage owner who employs mechanics in his workshop.
- (d) A shop owner who employs shop assistants, salesmen, stock attendants, truck drivers, cashiers, etc.
- (e) A butchery owner who employs others as butchers, cleaners, etc.
- (f) A factory owner who employs factory workers, a foreman, a manager, mechanics, an accountant, etc.
- (g) A taxi owner who employs drivers to run his taxis.
- (h) A cinema owner who employs other people to run the cinema, as gate-keepers, projectionist, cleaners, etc.
- (i) A restaurant owner who employs cooks, bar attendants, pick-up van driver, cashier, etc.

A person who is assisted by family members who are not paid any wages or salaries is not an employer as his/her family members are unpaid family workers. Such a person should be classified as self-employed. On the other hand, if a person pays wages or salaries to the family member(s) who runs their business, then he/she is an employer and the family member(s) will be classified as an employee(s).

Only those employing others to help run their business or farm will be classified as employers. Those employing domestic servants or security guards, etc., for looking after their household properties are not to be classified as employers unless they also employ someone for the sake of their business operations. Do not classify salaried managers of large companies which they do not own as employers. Similarly, personnel officers and other senior officials of companies, parastatal organisations and Government departments are themselves employees who get salaries. Since they do not own the companies, etc., they are not to be classified as employers.

5.6.17 *Employee -Wage and Salary Earner*

Shade the second box for persons who worked for others for a wage or salary which may be paid to them in cash or kind or partly in cash and partly in kind. Salesmen/salesladies who worked for commission are also to be classified as employees.

Examples of Employees:

- (a) A shop assistant;
- (b) A bartender (not the bar owner);
- (c) A carpenter working for a contractor;
- (d) A miner;
- (e) A manager of a firm;
- (f) A mechanic working for pay in a garage;
- (g) All Government workers and employees of parastatal and private organisations from an Office Orderly right up to the Secretary to the Cabinet, Managing Directors, etc, are employees;
- (h) Ministers and other Members of Parliament having public funds as their main source of income will be considered as employees. Similarly, Chairperson of Service Commissions, and Chairperson of Parastatal Organisations will be treated as employees.

5.6.18 *Self-Employed*

Persons who are not working for others for a wage or salary but run their own businesses, factories, workshops, farms, and also do not employ others in their establishment are classified as self-employed. Ordinarily, such persons will have their own place of business and determine their own hours of work and work programme. These persons may do other people's work by fixing an hourly rate or on the basis of the job itself. These could

may assist him/her in his/her work without receiving any
status as "self-employed" because he/she is not employing them.
any member of his/her household, in that case he/she is employing
that member and this relationship (employer/employee) will then be recorded.

Examples of Self-employed Persons:

- (a) A subsistence farmer who does not employ outside labour on his/her farm except unpaid family workers.
- (b) The owner of a small family store run by him/herself.
- (c) A marketeer or a street vendor.
- (d) A car mechanic running a small repair business on his/her own.
- (e) The owner of a small tea-shop or kiosk which he/she runs him/herself or with the help of his/her (unpaid) family members.
- (e) A cobbler or a carpenter running a repairing business without the help of others.
- (g) A tailor doing his/her business with no outside helper.
- (h) A contractor doing odd job repairs on his/her own.

5.6.19 Unpaid Family Worker

Shade the fourth box for persons who normally assist in the family business or farm, but do not receive any pay or profit for the work so performed.

P - 26 Occupation

Occupation refers to the type of work done during the reference period by the person employed irrespective of the industry or the status of employment in which the person should be classified. For each worker, write the occupation during the reference period, then enter the appropriate code in the boxes provided. The detailed list of occupations with their codes is given in Appendix 10. If a person was involved in two or more occupations at the same time, enter the occupation in which he/she spent the larger part of the working time.

Occupation should be given in clear terms to show what kind of work one did.

Examples:

- iii. Persons working elsewhere who usually go home to their respective
once a week;
- iv. Patients confined in hospitals for any duration; and

Avoid entering a term that implies greater skill or responsibility than is really involved in the job. Do not enter "Engineer" for someone who is actually a Draughtsman, or "Accountant" for a Book-Keeper, or "Brick-Maker" for someone who only mixes mortar and hauls bricks.

P - 27 Industry

Industry refers to the activity of the establishment in which an employed person worked during the reference period established for data on economic characteristics.

For each worker, write the name of the industry in which he/she worked during the reference period. If he/she

2000 CENSUS OF POPULATION
AND HOUSING

then enter the industry which relates to the occupation. If already in different industries, then write the current industry in which he/she

industry where the skills are required. In such a situation, industry classification will depend on the industry in which he/she is actually employed.

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

(a)
(a) Many enterprises have several functions and in such a case, the industry should relate to the functions of the establishment where the respondent is closely associated.

Example: Functions Industry

Bonnita: Prepares Milk Food manufacturing Sells Milk to Retailers Wholesale Trade

Bata Shoe Company: Manufactures Shoes Manufacturing of Footwear Sells Shoes Retail Trade

Write the category of Industry which a person is mostly associated with during the reference period.

Some difficulty may be experienced in identifying the industry of persons who move frequently from job to job or do odd jobs. Remember that what is wanted is the Industry of the current job, even if that job started only a day or two ago.

There is no Industry called "Service". For example, if someone is working as a Teacher/Lecturer he/she is in Education Industry. Such a person provides a service, but the Industry is not service. A retired Soldier employed as a Security Guard at Zambia Breweries is not in Security Services but working in a "Brewing Industry". But someone employed by Security Company e.g. Anderson Security, assigned to guard Zambia Breweries, is in "Security Services" (See Appendix 11 for a list of industries).

5.7 MARITAL INFORMATION P - 28

What is your marital status?

This question will be asked of all persons 12 years and older. Please, shade the appropriate response.

5.7.1 Married

Marriage is any permanent living arrangement between a man and woman to live together. This includes church marriages, other religiously approved unions, civil registration at a Boma or other civil ceremony that has been performed, and the man and woman are living as husband/wife at present. These are to be recorded as married and the first box should be shaded.

5.7.2 Separated

A man or a woman who is separated, but not legally (Civil or Customary) divorced from his/her partner, and has no other wife/husband now. Shade the second box provided.

5.7.3 Divorced

A man/woman permanently separated from the spouse and has no other spouse now will be included under this category.

5.7.4 Widowed

Never married category refers to those who have never been in any marital union (marriage).

5.7.6 *Living Together/Cohabiting*

Living together or cohabiting category refers to a man and a woman living together as a married couple without any legal, customary or religious consent of the union. The dissolution of this union, therefore, does not require witnesses from the afore-mentioned authorities.

5.8 FERTILITY: FOR FEMALES 12 YEARS AND OLDER

You are about to start a new topic so you have to prepare the respondent by informing her that you are now going to ask her questions about children and child bearing. Remember these are questions to be asked of female adults and not for husbands to answer for their wives, except where it is inevitable. Questions on fertility are to be asked only of those females who are 12 years and older and they involve only their own children.

P-29: Live Births

This is a child who, after being delivered showed signs of life, like crying, movement by involuntary reflexes, etc. If a child never showed any of these actions when it was born, then it was not a live birth. Married females tend to leave out children from earlier marriages. These are also supposed to be included for all the questions. Shade first box for YES and the second for NO. If the answer is NO, skip to Question P-33.

P-30: Of The Children Born To You Alive How Many....?

The number of male and female children ever born alive to this female is to be recorded separately in three different categories. These are:

- (a) Still living and still at home with the respondent (i.e staying in the same household with the respondent);
- (a) Still living but staying with some other households" e.g other relatives, married off, in institutions etc.;
- and
- (a) Those who have since died (regardless of whether the death took place just after or much later in life).

If a woman is visiting, then the question of "still living with you" should be asked with respect to her usual place of residence. That is about children she normally stays with. Enter the number of children as reported by sex in two digits e.g. if 1 male child is living with her shade 0 in the first column and 1 in the second column under male. If the answer is none, enter 00 and shade the 2 zeros in the two columns. Never leave a column blank.

P-31: Did you have any Live Birth Since August, 1999?

This question is only asked to females 12-49 years of age. Do not ask this question to females 50 years and older since it will be embarrassing. Shade appropriately. The question is similar to P-29 except that this time we are trying to find out if the female had a live birth in the "last 12 months".

P - 32 Of the Children Born to you alive.....?

The number of male and female children born alive to this female in the last 12 months is to be recorded separately in three different categories. These are:

- (a) Still living and still at home with the respondent (i.e staying in the same household with the respondent);
- (a) Still living but staying with some other households" e.g other relatives, in institutions etc.; and
- (a) Those who have since died (regardless of whether the death took place just after or much later in life).

still living with you" should be asked with respect to her usual place usually stays with. Enter the number of children as reported by sex in her shade 0 in the first column and 1 in the second column under the 2 zeros in the two columns. Never leave a column blank.

3.9 NATIONAL REGISTRATION AND ELECTORAL QUESTIONS

Questions in this section are to be asked to all persons 16 years and older. This is a new topic and you have to inform the respondent that you are now going to ask him/her about the national registration.

P-33: Do you have a Zambian National Registration Card?

Find out whether the respondent has a Zambian National Registration Card. Note that the Registration cards referred to here are both the green and pink cards issued by the Zambian Government. Shade appropriately according to the response given.

P-34: Are you a Registered Voter?

Find out whether the respondent is a registered voter. Note that the Registration Cards referred to here are both the green and pink card. Shade appropriately according to the response given.

A map shows part or all the earth's surface. Generally, it is a representation of what would be seen from some point above the surface of the ground. It attempts to give that appearance of a flat (plane) view of a particular area. It is a simplified representation of the real world; therefore not everything that exists in the real world is shown on a single map. Certain things are selected and emphasised; others are ignored, eliminated, or not emphasised.

Natural and man-made features found on the surface of the earth are represented on the map by symbols. The choice of features to be represented by symbols and the size of the area to be mapped depend on the purpose for which the map is prepared. For census maps the features and symbols used are there to help the enumerator identify locations where people reside and the boundaries of their work area. These maps are highly generalised.

6.1 NEED FOR MAPS IN CENSUSES

To carry out a successful census there is need to have adequate and up-to-date maps. The main objective of the census is to provide data that are accurate, timely and useful. Maps are tools which help make this three fold objective attainable. For census enumeration, good maps are needed at the following stages of the census project;

(a) **Planning Operations:** maps are needed to set up enumerators' assignments, estimate travel time and cost and establishing field offices (camping sites). When choosing a camping site the supervisor should ensure that such a site is accessible in terms of transportation and communication.

(b) **Data Collection:** maps of appropriate size and detail are needed to assure complete coverage of an area without omission and duplication, determining the best route of travel to and within the enumeration area, measure distances and to enable the field staff locate an enumerator.

What this means therefore, is that without maps, there is risk of duplication or omission of areas covered in the census, thus leading to inaccurate results and wrong decisions by policy makers.

6.2 TYPES OF MAPS USED DURING CENSUS ENUMERATION

Personnel involved in the field operations will use two types of maps; district master copies and standard enumeration area maps.

6.2.1 District Master Copies

This map will be used by the Master Trainer, Provincial Census Officers and the District Census Officers. This is a district map at a scale of 1:250,000 and gives a "bird's eye view" of the district as a whole. It shows major features such as roads, rivers, general terrain and other boundaries. Boundaries of individual Wards and Constituencies are shown on the map. It will assist the concerned officers to plan their routes of travel during supervision in the district.

With this map, the Master Trainer has a visual representation of the relative location of each of the wards and CSAs in his/her district. The Master Trainer can use this map to plan his/her travel route to observe the Supervisor and review their work, identify places that may be hard to reach, and provide him/her with any material needs.

6.2.2 Standard Enumeration Area Map

An SEA is a sub-division within the CSA which constitutes your work area as an enumerator. Details such as villages, rivers, churches, houses, schools, railway lines, buildings, etc., are clearly shown on the map. The map will assist you to locate the enumeration area, identify your starting point and plan the best route of travel during canvassing. This is important in case your Supervisor would like to reach you in an emergency. Ideally, SEA boundaries should be clearly identifiable both on the map and on the ground and are shown as black dotted lines on the map. You should know your boundaries very well so that you do not cross into another SEA as doing so will result in duplications and omissions which will in turn affect the accuracy of the Census results.

most important map elements that an enumerator needs to understand. your map and the use of a north arrow.

6.3.1 Symbols and Legends

Symbols used on the map are used to indicate certain features on the ground such as structures and roads, characteristics of the land scape and administrative boundaries. These may be in form of figures, lines or colours. All symbols used on maps are explained in the legend or key. A legend or key is a list of conventional signs and symbols which are used to depict and locate man-made features (roads, buildings, etc.) and natural features (such as rivers, hills, etc.). Their use and choice depends on the purpose and scale of the map. Most linear features on the map are shown as lines eg rivers and boundaries while point features are usually represented as dots or in form of a symbol that resembles the feature eg a hut for a village.

Understanding map symbols is essential for identifying boundaries, planning travel and locating landmarks so as to keep within your work area. In a population census, it should be emphasised that as an enumerator you must visit every structure or place where people live in the SEA, whether or not the structure is shown on the map.

6.3.2 Use of Scale

The scale of a map is the relationship between the distance on the map and the actual distance on the ground. The scale enables the map user to translate distances between points on the map into corresponding distances on the ground. By using a scale, the census staff can determine distances required for field checking the maps and for conducting enumeration. A scale is often expressed as a ratio, i.e. 1:4 which means that one unit of measurement on the map will represent four of the same units of measurement on the ground.

Example:

2cm represent 1km. This means that 2 centimetres on the map corresponds to one kilometre on the ground. Alternatively, this may be expressed as a ratio scale, which will be 1:50,000. What this means is that 1 centimetre on the map relates to 50,000 centimetres on the ground. The logic of this may be illustrated thus:

$$\begin{aligned}
 2\text{cm on the map} &= 1 \text{ kilometre on the ground.} & 1 \text{ km} &= \\
 &= 100,000\text{cm on the ground} & \text{Therefore } 1\text{cm} &= 100,000 \text{ divided by} \\
 & & 2\text{cm on the ground} &= 50,000\text{cm on the ground.}
 \end{aligned}$$

Thus, giving a ratio (scale) of 1:50,000 can be interpreted in several ways e.g.:

$$\begin{aligned}
 1\text{cm on the map} &= 50,000\text{cm on the ground} & 10\text{mm on the map} & \\
 &= 500,000\text{mm on the ground} & &
 \end{aligned}$$

The most common scale you will be using during your enumeration is the Graphic Scale. This shows the relationship of the distance between two points on the map and the distance between the same two points on the ground by use of a bar or a line. The Graphic Scale is always indicated on your SEA map. This enables you to determine distances within your work area.

6.3.3 Measuring Distances

Field personnel are often required to measure distances so that you can estimate travel time, more importantly determine how far your area boundary extends. The paper strip method is a fairly simple technique to measure distances on the map. The graphic scale is subdivided into uniform measures of equal units and to use it the procedure is as follows:-

◆ Let us suppose you want to measure the distance between villages A and B on your map. Take a straight edged piece of paper and lay it on the map so that the straight edge joins village A and B. On the paper strip, make a mark at village A and B. Place the paper just below the bar scale. The ground distance between village A and B can be read off from the scale.

In actual situations, roads and streets are not always straight. Therefore, to measure distance on curved roads the same procedure is followed and the distances between points on each leg (straight section) of the road are

the total distance. Read off the distance from the Graphic Scale. the left side of the scale, which is subdivided into smaller units for

direction and names of roads and streets and may not be concerned with distance. However, you will need to estimate distance when the SEA boundary lines are imaginary or when features have been added or have disappeared since the map was made. In all cases you must cover the land within the SEA lines as drawn on the SEA map.

6.3.4 Map Orientation

Upon arrival in the field you must orient your self with respect to your map. Lay the map flat on the ground so that the whole map and legend is visible. Always begin orientation at a major street, road intersection or bridge that you can easily identify both on the ground and map. During orientation the map should be held in such a way that major features are lined up (or oriented) parallel with the ground features.

Always turn the maps in the direction in which you are travelling. You must turn the map each time you change directions so that features on the map are always lined up in their correct relationships to the actual features on the ground. This ensures that you do not miss important roads or boundaries.

6.4.5 The North Arrow

In the field we locate the position of features in relation to each other in order to determine their direction. On the SEA map our reference system of direction and location is based on the North and South directions. These being the North and South poles. The North pole is also known as the Geographical North. On the SEA map you will find an arrow pointing in a certain direction. The direction to which this arrow points is the North. By locating the North on your map you know other cardinal points. South is opposite North, East to the right and West to the left.

6.5 IDENTIFYING A STANDARD ENUMERATION AREA

The most important feature of a SEA is the boundary. This will serve as a fence around your work area and will help you assure complete coverage. You should be able to recognise the boundaries and locate them accurately. In all cases the boundary is actually the middle of the street or road or any feature used as boundary; and as an enumerator you should not include houses or land on the side that is beyond the boundary.

However, most administrative boundaries are imaginary. Using the map scale and measuring distance technique the distance of the imaginary line from some recognised land marks should be used in such cases. If still in doubt about the boundary, the enumerator should check with a knowledgeable local official. Steps to locate an imaginary boundary are explained below:

Township boundaries at main routes are usually marked by signs that may read **“WELCOME TO LUSAKA”**. If there are no signs marking imaginary boundaries, use the following procedure:

- (a) Determine the nearest landmark on the map which you can locate with certainty such as an intersection of two roads or a stream.
- (b) Using the graphic scale, determine the distance from the landmark to the boundary.
- (c) Use any available measuring device to determine actual ground location of the boundary from the landmark.

Your supervisor will show you the boundaries of your SEA before you start canvassing in your area. He/she will also assist you in choosing the best route of travel that will ensure convenience and minimize delay.

The following symbols have been used for administrative and CSA/SEA boundaries on the census maps.

- 1. International: ++++++
- 2. Province: . . .
- 3. District:
- 4. Constituency: *** ** *

6.6 CANVASSING TECHNIQUES

Canvassing is a systematic search of an SEA one section at a time. It involves searching every block, street, road or lane for all places where people live or could live. A complete and systematic canvass of your area is essential to make certain that you locate every building and every housing unit in your work area. Designing your route of travel before you start work is very important. As an Enumerator, examine the area map carefully so that you develop a clear and efficient plan for canvassing. Your Supervisor will help plan your route. As far as possible, you should plan your travel to minimise back tracking (going back over the same road or streets). Always begin your canvass of your area at a starting point designated by your Supervisor. He/she will mark 'X' or 'Start' on your map at that point selected and will also indicate the direction of travel by directional arrows. However, he/she may not plan the entire route; it is up to you to plan a systematic route for the rest of the SEA from the starting point.

As an initial step divide the SEA into sections, if possible. In urban areas the SEA can be divided into blocks while in rural areas the section would follow roads, streams etc. If you are in an urban area, canvass a block or square at a time. Do not go back and forth cross streets. Begin each block at a convenient corner and proceed clockwise around the block until you reach your starting point. As you canvass in a clockwise direction, you should enumerate households on your right. Tick off each completed block on your map.

For rural areas you will have to canvas road by road. You should turn off from main roads to canvass every side of the road, path or lane, except when such is used as an SEA boundary, as you come to them as such roads/paths may lead you to places where people live. In rural areas there are many houses which can not be seen from the road, and there may be no visible clues to indicate their location. Make it a practice to always ask about neighbours at each household, and find out exactly where they live (especially in rural areas). Ask the respondent to point out on your map the approximate locations of closest neighbours and other villages.

In rural SEAs, you may encounter obstacles to your planned route of travel. These obstacles may include natural features such as swamps, rivers, deep valleys or mountains. Most obstacles of this type are essentially permanent and may be shown on your census map. When planning your route of travel you should take into account such difficult areas and find the best way around them.

6.7 MAP CORRECTIONS

Maps of the SEA may be out-of-date, or may contain incorrect information about specific ground features. As an enumerator you are responsible for making corrections on your SEA map. Map correction is an important and basic part of your census job. The following are some of the cases that may need map updating:

(a) **Errors or Changes in Names:** If you encounter an error in structure names, first verify that you have located the correct features on the map. If you have, then check with knowledgeable persons whether the feature (eg. street) has been renamed. If it has been renamed, cross out the name on the map and enter the new name accurately and legibly. The same applies to village names.

(a) **Features Existing on the Map but not Found on the Ground:** You may find streets or landmarks on your maps that do not exist on the ground. Carefully cross them out using an "X". Do not cross them out completely.

Example:

(i) **Line Features:** X X X X ; Road no longer exists.

(ii) **Point Features:** ; Village not found on ground.

(iii) **Name:** (Old  name) (New name)
Mufwasha Mwampatisha



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Enumerators may have names that the local people use in preference to the official names. Enumerators, who will be returning to the same area, write the local name of the area on the map that may be gazetted.

6.8 CARE FOR MAPS

You, as an Enumerator are responsible for the care of your map. You must return it to the Statistical Office along with the questionnaires and census forms. The map is an important part of the record of the census and will also be put to use at a later time.

Maps are best preserved if they are not folded but rolled. Should you fold the map it should be folded and refolded in exactly the same way each time so that it remains a neat package. Protect the map from bad weather, such as long exposure to direct sunlight and do all writing in pencil and not pen. If the map is torn repair it as soon as possible, so as not to worsen the problem. A strong transparent tape can be applied to the back of the map.

6.9 GEOGRAPHICAL CODING SCHEME

To process and tabulate Census results by geographic areas, a complete geographical identification scheme is necessary. The geographical scheme is so designed to enable us uniquely identify geographical areas at various levels for which the data are to be reported. Tying CSAs and SEAs to each of these areas in a systematic manner helps in deriving precise data aggregates of the areas without errors of omission or duplication. The coding scheme should therefore be exhaustive and comprehensive to include all area units adopted for both data collection and reporting. In this way, data are correctly assigned to the administrative areas to which they belong.

Geographically, Zambia has 9 provinces, and each province is divided into districts. The district is divided into Constituencies that are further divided into Wards. The enumeration areas are demarcated within the wards and grouped into CSAs. The codes 1 or 2 identify the enumeration area as either rural or urban. The coding system adopted by the CSO is based broadly on the order of the administrative hierarchy described above.

The geographic order is as illustrated below:

ORDER	LEVEL
1st.....	Province
2nd.....	District
3rd.....	Constituency
4th.....	Ward
5th.....	Region - Rural/Urban
6th.....	CSA
7th.....	SEA

Since there are less than 10 provinces in the country, the province has been assigned one digit and the district three digits within a province. Districts are alphabetically listed in each province, and are serially numbered. The first digit identifies the province in which that district is. The constituency has three digits while the Ward has two digits and the CSA is assigned two digits. The SEA is assigned one digit because the maximum number of SEAs in a CSA does not exceed 9.

On the 1: 50,000 scale map the top left hand corner will have the Republic of Zambia as the main heading informing us that the map covers a part of the Republic of Zambia. CSO/2-207/031-03/1-02 is the main geographical code and tells us the following information:

- (a) CSO Central Statistical Office.
- (b) 2-207 Province and District.
 - (i) 2 - the second province in Zambia (in alphabetical order), i.e, Copperbelt.
 - (ii) 207 - the 7th district in Copperbelt Province (in alphabetical order), i.e. Masaiti.
- (c) 031-03 Constituency and Ward number.
 - (i) 031 Masaiti Constituency.
 - (ii) 03 for Ward number 03 in the Constituency.



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- Persons working elsewhere who usually go home to their respective once a week;
- Patients confined in hospitals for any duration; and
- Convicts and detainees.

To effectively conduct a census, both the Supervisor and Enumerators should have certain basic skills. These include not only the sense of direction (north, east, south, west) but also ability to:

- (a) Read a map and follow map features.
- (b) Understand written instructions.
- (c) Perform basic arithmetic computations relative to estimating distances.
- (d) Write legibly.

You should also understand the geography hierarchy of the country as this is important for coding and census data reporting and aggregation. The map on the next page is a good example of testing one's ability to interpret a map. Attempt to interpret it by answering the questions that follow.



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PROVINCES AND DISTRICTS

PROVINCE DISTRICT CODE

CENTRAL 1 Chibombo 101 Kabwe

Kapiri Mposhi 103 Mkushi 104 Mumbwa 105 Serenje 106

COPPERBELT 2 Chililabombwe 201 Chingola 202 Kalulushi 203 Kitwe 204 Luanshya
205 Lufwanyama 206 Masaiti 207 Mpongwe 208 Mufulira 209 Ndola 210

EASTERN 3 Chadiza 301 Chama 302 Chipata 303 Katete 304 Lundazi 305 Mambwe 306
Nyimba 307 Petauke 308

LUAPULA 4 Chienge 401 Kawambwa 402 Mansa 403 Milenge 404 Mwense 405 Nchelenge
406 Samfya 407

LUSAKA 5 Chongwe 501 Kafue 502 Luangwa 503 Lusaka 504

NORTHERN 6

601
Chinsali 602
Isoka 603
Kaputa 604

Kasama 605

Luwingu 606
Mbala 607
Mpika 608
Mporokoso 609
Mpulungu 610
Mungwi 611
Nakonde 612

NORTH-WESTERN 7

Chavuma 701

Kabompo 702
Kasempa 703
Mufumbwe (Chizera) 704

Mwinilunga 705
Solwezi 706

Zambezi 707

SOUTHERN 8

Choma 801

Gwembe 802

Itezhi-tezhi 803

Kalomo 804

Kazungula 805
Livingstone 806
Mazabuka 807
Monze 808

Namwala 809

Siavonga 810
Sinazongwe 811

WESTERN 9

Kalabo 901

Kaoma 902

Lukulu 903
Mongu 904
Senanga 905
Sesheke 906

Shang'ombo 907

CONSTITUENCIES

CENTRAL PROVINCE

001 002 CHISAMBA
003 004 KATUBA KEEMBE
005 006 BWACHA KABWE
007 008 KAPIRI MPOSHI
009 010 MKUSHI NORT
011 012 MKUSHI SOUTH
013 014 MUMBEZHI
MUMBWA
NANGOMA
CHITAMBO
MUCHINGA
SERENJE

COPPERBELT PROVINCE

015 016 CHILILABOMBWE
017 018 CHINGOLA NCHANGA
019 020 KALULUSHI
021 022 CHIMWEMWE
023 024 KAMFINSI KWACHA
025 026 NKANA WUSAKILE
027 028 LUANSHYA ROAN
029 030 KANKOYO
031 032 KANTANSHI
033 034 MUFULIRA
035 036 KAFULAFUTA
LUFWANYAMA
MASAITI MPONGWE
BWANA MKUBWA
CHIFUBU KABUSHI
NDOLA

EASTERN PROVINCE

037 038 CHADIZA VUBWI
039 040 CHAMA NORTH
041 042 CHAMA SOUTH
043 044 CHIPANGALI
045 046 CHIPATA
047 048 KASENENGWA
049 LUANGENI
MILANZI MKAIKA
SINDA CHASEFU
LUMEZI

050 LUNDAZI 051
MALAMBO 052
NYIMBA 053 KAPOCHE
054 PETAUKE 055
MSANZALA

LUAPULA PROVINCE

056 KAWAMBWA 057
MWANSABOMBWE 058
PAMBASHE 059 BAHATI 060
CHEMBE 061 MANSA 062
CHIPILI 063 MAMBILIMA 064
MWENSE 065 CHIENGE 066
NCHELENGE 067 BANGWEULU
068 CHIFUNABULI 069
LUAPULA

LUSAKA PROVINCE

070 KAFUE 071 FEIRA 072
CHILANGA 073 CHONGWE 074
RUFUNSA 075 CHAWAMA 076
KABWATA 077 KANYAMA 078
LUSAKA CENTRAL 079
MANDEVU 080 MATERO 081
MUNALI

NORTHERN PROVINCE

082 CHILUBI 083 CHINSALI 084
SHIWA-NGANDU 085 ISOKA
EAST 086 ISOKA WEST 087
NAKONDE 088
CHIMBAMILONGA 089
KAPUTA 090 KASAMA 091
LUKASHA 092 MALOLE 093
LUBANSENSHI 094
LUPOSOSHI 095 MBALA 096
MPULUNGU 097 SENGH HILL



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NORTH-WESTERN PROVINCE

103 CHAVUMA 104 KABOMPO
EAST 105 KABOMPO WEST 106
KASEMPA 107 MUFUMBWE 108
MWINILUNGA EAST 109
MWINILUNGA WEST 110
SOLWEZI CENTRAL 111
SOLWEZI EAST 112 SOLWEZI
WEST 113 ZAMBEZI EAST 114
ZAMBEZI WEST

SOUTHERN PROVINCE

115 CHOMA 116 MBABALA
117 PEMBA 118 GWEMBE 119
DUNDUMWENZE 120
KALOMO 121 KATOMBOLA
122 MAPATIZYA 123
LIVINGSTONE 124
CHIKANKATA 125 MAGOYE
126 MAZABUKA 127
BWEENGA 128 MONZE 129
MOOMBA 130 ITEZHI-TEZHI
131 NAMWALA 132
SIAVONGA 133
SINAZONGWE

WESTERN PROVINCE

134 KALABO 135 LIUWA
136 SIKONGO 137 KAOMA
138 LUAMPA 139
MANGANGO 140 LUKULU
EAST 141 LUKULU WEST
142 LUENA 143 MONGU 144
NALIKWANDA 145
NALOLO 146 SENANGA 147
SINJEMBELA 148
MULOBEZI 149 MWANDI
150 SESHEKE

3 CODES FOR WARDS

ICE

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

- (a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly :

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.

(a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble

(a) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is g white.

2.8 WATER SOURCES

- (a)

Protected Well: The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level a bucket go through. The opening is always covered.

- (a)

Unprotected Well: The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it

- (a)

Protected Boreholes: These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron ca the suction pipe.

- (a)

Unprotected Boreholes: They are similar in design to protected boreholes except that the top as well as the suction

- (a)

Rain Water Tank: Usually used by individual tenants, to collect rain water from the roofs. These vary in sizes as t

- (a)

Piped Water: Is usually supplied to households through pipes. The pipes are connected from the source to the indi

From serial No.

Form A

99012001

Form B

88079501

CPN	Form A ID	Name of Household H
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- (a) **Mud Floor:** Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly used in rural areas.
- (a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.
- (a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble is used in high cost buildings.
- (a) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is ground and polished to a white shine.

2.8 WATER SOURCES

- (a) **Protected Well:** The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level. A bucket goes through. The opening is always covered.
- (a) **Unprotected Well:** The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it is covered with a wire mesh.
- (a) **Protected Boreholes:** These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron casing and the suction pipe.
- (a) **Unprotected Boreholes:** They are similar in design to protected boreholes except that the top as well as the suction pipe is not covered.
- (a) **Rain Water Tank:** Usually used by individual tenants, to collect rain water from the roofs. These vary in sizes as they are made of different materials.
- (a) **Piped Water:** Is usually supplied to households through pipes. The pipes are connected from the source to the individual household.

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Protected Well: The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level
a bucket go through. The opening is always covered.

- (a)

Unprotected Well: The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it

- (a)

Protected Boreholes: These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron ca
the suction pipe.

- (a)

Unprotected Boreholes: They are similar in design to protected boreholes except that the top as well as the suction

- (a)

Rain Water Tank: Usually used by individual tenants, to collect rain water from the roofs. These vary in sizes as t



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- i. Persons working elsewhere who usually go home to their respective once a week;
- ii. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

- (a) **Wood:** Processed plank - material from tree trunks used in construction as timber.
- (a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

City NORTHERN - Chilubi Chilubi
Isoka Isoka Township Nakonde
Kasama Township Mungwi
Mbala Township Mpulungu Mpika
Mpika Township Mporokoso Mporokoso Township Nakonde Nakonde
Mungwi Mungwi NORTH WESTERN-Kabompo Kapompo Township

Kasempa Kasempa Township Mufumbwe Kalengwa Mine (Chizera)
Mufumbwe Township

Mwinilunga Mwinilunga Township Solwezi
Kansashi Mine
Solwezi Township Zambezi Zambezi Township
Chavuma Chavuma

SOUTHERN - Choma Batoka Township Choma
Township Mbabala Pemba Township

Gwembe Gwembe Township Munyumbwe

Kalomo Kalomo Township Zimba

Livingstone Livingstone Township
Mazabuka Kafue Gorge Kaleya Magoye Mazabuka
Township Nega -Nega

Monze Chisekesi Monze Township Itezihitezhi Itezhi - Itezhi

Nawala Nawala Township

Siavonga Chirundu Siavonga (Kariba)

Sinazongwe Maamba Township Sinazongwe

Persons working elsewhere who usually go home once a week;

Patients confined in hospitals for any duration;

Convicts and detainees.

Mud Brick: Kimberly brick or Adobe brick are the technical terms. Brick made of mud

(a)

(a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

(a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dung. It makes a

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to

1. Central Province

Kabwe Rural (Chibombo/Kapiri Mposhi)

101 - Chief Chamuka 102 -
Chief Chipeco 103 - Chief
Chitanda 104 - Chief Liteta
105 - Senior Chief Mukuni
106 - Chief mukubwe 107 -
Chief Mungule 108 - Chief
Ngabwe

Mkushi

109 - Chief Chembe 110 -
Chief Chikupili 111 - Chief
Chitina 112 - Chief
Kanyenshya 113 - Senior
Chief Mboroma 114 - Chief
Mbosha 115 - Chief
Mukonchi 116 - Chief
Mulungwe 117 - Chief Nkole
118 - Chief Shaibila

Mumbwa

119 - Chief Chibuluma 120 -
Chief Kabulwebulwe 121 -
Chief Kaindu 122 - Chief
Moono 123 - Chief Mulendema
124 - Chief Mumba 125 -
Senior Chief Shakumbila

Serenje

126 - Chief Chibale 127 -
Chief Chisomo 128 - Chief
Kabamba 129 - Chief
Kafinda 130 - Chief Mailo
131 - Senior Chief Muchinda
132 - Chief Muchinka 133 -
Chieftainess Serenje

1. Copperbelt Province

Ndola Rural (Masaiti, Lufwanyama, Mpongwe)

201 - Senior Chief Chiwala
202 - Chief Fungule 203 -
Chief Kalukumya 204 -
Chief Lesa 205 - Chief
Lumpuma 206 - Chief
Machiya

207 - Chief Malembeka 208 -
Chief Mukutuma 209 - Senior
Chief Mushili 210 - Chief
Mwinuna 211 - Senior Chief
Ndubeni 212 - Chief Nkana 213
- Chief Shibuchinga 214 -
Chieftainess Shimukunami

1. Eastern Province

Chadiza

301 - Chief Mlolo 302 -
Chief Mwangala 303 -
Chief Pembamoyo 304 -
Chief Zingalume

Chama

305 - Chief Chibale 306 -
Chief Chifunda 307 - Chief
Chikwa 308 - Senior Chief
Kambombo 309 - Chief
Tembwe 310 - Chief Lundu

Chipata/Mambwe

311 - Chief Chanje 312 - Chief
Chikuwe 313 - Chief Chinunda
314 - Chief Chinyaka 315 -
Chief Jumbe 316 - Chief
Kakumbi-Malama 317 - Chief
Kapata-Moyo 318 - Chief
Madzimawe 319 - Chief Mafuta
320 - Chief Maguya 321 - Chief
Malama-Chikunto 322 - Chief
Mishoro 323 - Chief Mkanda
324 - Chief Mnkhanya 325 -
Chief Mununka 326 -
Paramount Chief Mpezeni 327 -
Chief Mshawa 328 - Chief
Msoro 329 - Senior Chieftainess
Nsefu 330 - Chief Nzamane 331
- Chief Sayiri 332 - Paramount
Chief Undi

Katete

333 - Chief Kathumba 334
- Senior Chief Kawaza

Chief Magodi 338 - Chief
Mphamba 339 - Chief
Mwase-Mpangwe 340 - Chief
Mwaya 341 - Senior Chief
Mwase-Lundazi 342 - Chief
Pikamalaza 343 - Chief Zumwanda
344 - Chief Kapichila 345 - Chief
Chitungulu 346 - Chief Kazembe

Petauke/Nyimba

347 - Senior Chief Kalindawalo
348 - Senior Chief Lwembe 349
- Chief Mwanjambantu 350 -
Chieftainess Mwape

351 - Chief Ndake 352 -
Chief Nyalugwe 353 -
Chief Nyampande 354 -
Chieftainess Nyanje 355 -
Chief Sandwe 356 - Chief
Mumbi

1. Luapula Province

Kawambwa

401 - Chief Chama 402 -
Chief Munkanta 403 - Senior
Chief Mushota 404 - Chief
Mwata-Kazembe

Mansa/Milengi

405 - Chief Chimese 406 -
Chief Chisunka 407 - Chief
Kalaba 408 - Chief
Kalasa-Lukangaba 409 - Chief
Kasoma-Lwela 410 - Chief
Mabumba 411 - Chief Matanda
412 - Senior Chief Milambo
413 - Chief Sokontwe 414 -
Chief Mibenge

Mwense

415 - Chief Kashiba
416 - Chief Katuta
417 - Chief Lubumba
418 - Chief Lukwesa
419 - Chief Mulundu
420 - Chief Mutipula
421 - Chief Mwenda

Nchelenge

422 - Chief Lambwe-Chomba
423 - Chief Kambwali 424 -
Chief Kanyembo 425 - Senior
Chief Mununga 426 - Chief
Nshimba 427 - Senior Chief
Puta

Samfya

428 - Chief Kasoma-Bangweulu
429 - Chief Chitembo 430 - Senior
Chief Kalima-Nkonde 431 - Chief
Kasoma-Lunga 432 - Chief Mbulu
433 - Senior Chief Kalasa-Mukoso.
434 - Chief Mulakwa 435 - Chief
Mulongwe 436 - Chief
Bwalya-Mponda 437 - Chief
Mwansakombe 438 - Senior Chief
Mwewa 439 - Chief Nsamba

1. Lusaka Province

Luangwa

501 - Senior Chief Mburuma
502 - Chief Mpuka

Lusaka Rural (Chongwe)

503 - Chief Chiawa 504 - Chief
Mumpanshya 505 - Senior
Chieftainess Nkhomesha 506 - Chief
Shikabeta 507 - Chief Unda-Unda

1. Northern Province

Chilubi

601 - Chief Chiwanangala
602 - Chief Matipa

Chinsali

603 - Chief Chibesakunda
604 - Chief Kabanda 605 -
Chief Mubanga 606 -
Chief Mukwikile 607 -
Senior Chief Nkula 608 -
Chief Nkweto

Isoka/Nakonde

609 - Chief Kafwimbi 610 -
Chief Katyetye 611 - Chief
Muyombe 612 - Chief
Mwenechifungwe 613 - Chief
Mweniwisi 614 - Chieftainess
Waitwika

Kasama

615 - Chief Chimbola 616 -
Paramount Chief Chitimukulu

Kaputa

621 - Chief Kaputa 622 - Chief
Mukupa-Katandula 623 -
Senior Chief Nsama

Luwingu

624 - Chief Chabula 625 -
Chief Chipalo 626 - Senior
Chief Chungu 627 - Chief
Katuta 628 - Senior Chief
Shimumbi 629 - Chief
Tungati

Mbala

630 - Chief Chinakila 631 -
Chief Chitimbwa 632 -
Chief Fwambo 633 - Chief
Mpande 634 - Chief
Mwamba 635 - Chief
Nondo 636 - Senior Chief
Nsokolo 637 - Senior Chief
Tafuna

Mpika

638 - Chief Chikwanda
639 - Chief Chiundaponde
640 - Chief Kabinga 641 -
Senior Chief Kopa 642 -
Chief Luchembe 643 -
Chief Mpepo 644 - Chief
Mpumba 645 - Chief
Mukungule 646 - Chief
Nabwalya

Mporokoso

647 - Chief Chitoshi 648 -
Chief Shibwalya-Kapila 649 -
Chief Mporokoso 650 - Chief
Mukupa Kaoma

1. North-Western Province

Mufumbwe (Chizera)

701 - Chief Chizera
702 - Chief Mushima

Kabompo

703 - Chief Chiyengele 704
- Chief Kalunga 705 -
Senior Chief Sikufela

Kasempa

2000 CENSUS OF POPULATION AND HOUSING

706 - Chief Ingwe 707 -
Senior Chief Kasempa

Mwinilunga

708 - Chief Chibwika 709 -
Chief Ikelenge 710 - Chief
Kakoma 711 - Senior Chief
Kanongesha 712 - Chief
Kanyama 713 - Chief
Mwininyilamba 714 - Chief
Ntambu 715 - Chief Nyakaseya
716 - Senior Chief Sailunga

Solwezi

717 - Chief Chikola 718 - Senior
Chief Kalilele 719 - Chief
Kapijimpanga 720 - Chief
Mukumbi 721 - Chief Matebo
722 - Senior Chief Mujimanzovu
723 - Chief Mulonga 724 - Chief
Mumena 725 - Senior Chief
Musele 726 - Chief Musaka

Zambezi

727 - Chief Ishima 728 -
Senior Chief Ishindi 729 -
Chief Kucheka 730 - Chief
Chinyama Litapi 731 - Chief
Mpidi 732 - Senior Chief
Ndungu 733 - Chief
Nyakulenga

1. Southern Province

Choma

801 - Chief Macha 802
- Chief Mapanza 803 -
Chief Mooyo 804 -
Chief Siamaundu 805 -
Chief Singani

Gwembe

806 - Chief Chipepo 807
- Chief Munyumbwe

Kalomo/Kazungula

808 - Chief Chikanta
809 - Chief Moomba
810 - Chief Mukuni



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Siamema

Mazabuka

817 - Chief Mwanachingwala
818 - Chief Mwenda

Namwala/Itezhi-tezhi

827 - Chief Chilyabufu
828 - Chief Kaingu 829 -
Chief Muchila 830 -
Chief Mukobela 831 -
Chief Mungaila 832 -
Chief Musungwa 833 -
Chief Muwezwa 834 -
Chief Nalubamba 835 -
Chief Shezongo 836 -
Chief Shimbizi

Siavonga

837 - Chief Chipepo 838
- Chief Sikongo 839 -
Chief Simamba 840 -
Chief Sinadambwe

Sinazongwe

841 - Chief Mweemba
842 - Chief Sinazongwe

1. Western Province

Kalabo

901 - Chieftainess Mbowanjikana

Kaoma

902 - Chief Litia 903
- Chief Kahare 904 -
Chief Mutondo

Lukulu

905 - Chief Imwiko

Mongu

906 - Paramount Chief The Litunga

Senanga

907 - Chieftainess Litunga-La-Mboela

819 - Chief Naluwama
820 - Chief Sianjaika

Monze

821 - Chief Chona 822 -
Chief Choongo 823 -
Chief Monze 824 -
Chief Mwanza 825 -
Chief Siamusonde 826 -
Chief Ufwenuka

Sesheke

908 - Senior Chief Inyambo
909 - Chief Chiengele 910 -
Chief Kandala

Senanga

911 - Chieftainess Litunga-La-Mboela
912 - Chief Lukama

Sesheke Local Area

913 - Senior Chief Inyambo (Lubasi Ilute)

APPENDIX 6

CODES FOR COUNTRIES

AFRICA

101 - Algeria	125 - Madagascar
102 - Angola	126 - Malawi
103 - Benin	127 - Mali
104 - Botswana	128 - Mauritania
105 - Burundi	129 - Mauritius
106 - Cameroon	130 - Morocco
107 - Cape Verde Islands	131 - Mozambique
108 - Central African Republic	132 - Niger
109 - Chad	133 - Nigeria
110 - Comoros	134 - Rwanda
111 - Congo	135 - Senegal
112 - Egypt	136 - Sierra Leone
113 - Equatorial Guinea	137 - Somalia
114 - Ethiopia	138 - South Africa
115 - Gabon	139 - South West Africa (Namibia)
116 - Gambia	140 - Sudan
117 - Ghana	141 - Swaziland
118 - Guinea	142 - Tanzania
119 - Guinea - Bissau	143 - Togo
120 - Ivory Coast (Cote d'Ivoire)	144 - Tunisia
121 - Kenya	145 - Uganda
122 - Lesotho	146 - Upper Volta (Burkina Faso)
123 - Liberia	147 - Zaire (Congo DR)
124 - Libya	148 - Zambia
	149 - Zimbabwe
	150 - Other, Africa

ASIA AND OCEANIA

201 - Afghanistan	222 - Lebanon	202 - Australia	223 - Malaysia	203 - Bahrain
224 - Mongolia	204 - Bangladesh	225 - Nepal	205 - Bhutan	226 - New Zealand
206 - Burma	227 - Oman	207 - China	228 - Pakistan	208 - Fiji
229 - Papua-New Guinea	209 - Hong Kong	230 - Philippines	210 - India	231 - Saudi Arabia
211 - Indonesia	232 - Singapore	212 - Iran	233 - Sri Lanka	213 - Iraq
234 - Syria	214 - Israel	235 - Taiwan	215 - Japan	236 - Thailand
216 - Jordan	237 - United Arab Emirates	217 - Kampuchea	238 - Vietnam	218 - Korea, Dem. P. R.
of 239 - Yemen, Arab Rep of	219 - Korea, Rep, of	240 - Yemen, P. D. Rep of	220 - Kuwait	241 - Other, Asia and Oceania

Persons working elsewhere who usually go home to their residences once a week;
Patients confined in hospitals for any duration; and
Convicts and detainees.

- (a) **Mud Brick:** Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.
- (a) **Concrete Blocks:** Building units made out of a mixture of concrete can be fine concrete or coarse concrete.
- (a) **Wood:** Processed plank - material from tree trunks used in construction as timber.
- (a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.
- (a) **Mud Floor:** Is usually from treated or seasoned clay mixed with cow dung. It makes a hard shiny floor.
- (a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.
- (a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable floor.
- (a) **Terrazzo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less than 13 millimetre and white.

2.8 WATER SOURCES

- (a) **Protected Well:** The wall of this well is usually lined with a brick wall or concrete block wall up to a bucket go through. The opening is always covered.
- (a) **Unprotected Well:** The well is not lined with a brick wall or concrete wall. The top has no concrete cover.
- (a) **Protected Boreholes:** These are boreholes drilled to a depth not less than 30 metres. The sides are lined with concrete and the suction pipe.
- (a) **Unprotected Boreholes:** They are similar in design to protected boreholes except that the top as well as the sides are not lined.

CODES FOR LANGUAGES AND TRIBES

LANGUAGE GROUP/LANGUAGE CODE

1. **BEMBA SPEAKING** BEMBA 01 LUNDA LIMA 14 SHILA 15 UNGA 16 BWILE 17
(LUAPULA) 02 LALA 03 BISA 04 USHI 05 CHISHINGA LUANO 18
06 NGUMBO 07 LAMBA

2. **TONGA SPEAKING** TONGA 19 LENJE 20 SOLI
21 ILA 22 TOKA-LEYA 23 SALA 24 GOWA 25

08 KABENDE 09 TABWA 10 SWAKA 11
MUKULU 12 AMBO 13

3. **NORTH-WESTERN GROUP** LUVALE 26 TAMBO 58
LUNDA (NORTH-WESTERN) 27 MBUNDA 28
LUHAZI 29 NDEMBU 30 MBOWE 31 CHOKWE
32 KAONDE SUB-GROUP 33

7. **TUMBUKA LANGUAGE GROUP**
TUMBUKA 59 SENGA 60 YOMBE 61

ENGLISH 62 OTHER LANGUAGE 63

3. **BAROTSE LANGUAGE GROUP** LUYANA
SUB-GROUP 34 KWANGWA 35 KWANDI 36 KOMA 37
NYENGO 38 SIMAA 39 MWENYI 40 IMILANGU 41 MASHI
42 LOZI 43 TOTELA 44 SUBIYA 45 NKOYA 46
MASHASHA 47

NOT APPLICABLE 88 NOT STATED 99

MAJOR RACIAL GROUPS

AFRICAN 64 AMERICAN 65 ASIAN 66
EUROPEAN 67

3. **NYANJA SPEAKING** CHEWA 48
NSENKA 49 NGONI 50 NYANJA 51 KUNDA

52 CHIKUNDA 53

3. **MAMBWE LANGUAGE GROUP** LUNGU
54 MAMBWE 55 NAMWANGA 56 WINA 57

3 CODES FOR ACADEMIC

ACADEMIC EDUCATIONAL LEVELS TABLE (Relatively Equivalent Academic Educational Levels)

- iii. Persons working elsewhere who usually go home to their respective once a week;
- iv. Patients confined in hospitals for any duration; and
- v. Convicts and detainees.

Mud Brick: Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.

- (a)
- (a)

Concrete Blocks: Building units made out of a mixture of concrete can be fine concrete or coarse concrete.

(a) **Wood:** Processed plank - material from tree trunks used in construction as timber.

(a) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.

- (a)

Mud Floor: Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly found

(a) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.

(a) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble are cu

(a) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is grinded white.

2.8 WATER SOURCES

- (a)

Water sources include surface water (rivers, streams, lakes, ponds, reservoirs) and groundwater (wells, boreholes, springs, etc.).

S OF STUDY

CODES

- 01 = Natural science (e.g., biological science programme, chemistry programme, geological programme, etc).
- 02 = Civil engineering
- 03 = Electrical and electronics engineering
- 04 = Mechanical engineering
- 05 = Chemical engineering
- 06 = Mining engineering
- 07 = Industrial engineering
- 08 = Metallurgical engineering
- 09 = Architectural and town planning engineering
- 10 = Other engineering
- 11 = Medicine and surgery
- 12 = Pharmacy
- 13 = Dentistry
- 14 = Nursing
- 15 = Medical technology
- 16 = X-Ray technology
- 17 = Veterinary
- 18 = Statistics
- 19 = Mathematics
- 20 = Computer science
- 21 = Economics
- 22 = Accountancy
- 23 = Teacher training
- 24 = Law and jurisprudence (includes magistrates and judges)
- 25 = Journalism
- 26 = Fine arts
- 27 = Physical education
- 28 = Library science
- 29 = Social welfare
- 30 = Criminology
- 31 = Business administration and related programmes
- 32 = Secretarial training
- 33 = shorthand typing
- 34 = Clerical Typing
- 35 = Operating of office machines
- 36 = Service trade (e.g. cooking, tourist trade, etc.)
- 37 = Radio and television broadcasting
- 38 = Fire protection and fire fighting
- 39 = Agriculture, forestry and fishery
- 40 = Food and drinks processing trades programmes
- 41 = Wood working
- 42 = Textile trades
- 43 = Leather trades
- 44 = Other programmes

NOTE: Educational programmes have been given two digits only. These are to be recorded on the questionnaire. For the level (certificate, diploma, or degree/higher) shade the space provided. If none of these apply shade ðnoneö.

APPENDIX 10 CODES FOR OCCUPATION

011 = Chemistry 012 = Physicists 013 = Physical Scientists not elsewhere classified 014 = Physical Science Technicians 021 = Architects and town planners 022 = Civil Engineers 023 = Electrical and Electronics Engineers 024 = Mechanical Engineers 025 = Chemical Engineers 026 = Metallurgists 027 = Mining Engineers 028 = Industrial Engineers 029 = Engineers not elsewhere classified 031 = Surveyors 032 = Draughtsmen 033 = Civil Engineering Technicians 034 = Electrical and Electronics Engineering Technicians 035 = Mechanical Engineering Technicians 036 = Chemical Engineering Technicians 037 = Metallurgical Technicians 038 = Mining Technicians 039 = Engineering Technicians not elsewhere classified 041 = Aircraft Pilots, Navigators and Flight Engineers 042 = Ships Deck Officers and Pilots 043 = Ships Engineers 051 = Biologists, Zoologists and related Scientists 052 = Bacteriologists, Pharmacologists and related Scientists 053 = Agronomists and related Scientists 054 = Life Sciences Technicians 061 = Medical Doctors 062 = Medical Assistants 063 = Dentists 064 = Dental Assistants 065 = Veterinarians 066 = Veterinary Assistant 067 = Pharmacists 068 = Pharmaceutical Assistants 069 = Dieticians and Public Health Nutritionists 071 = Professional Nurses 072 = Nursing Personnel not elsewhere classified 073 = Professional Midwives 074 = Midwifery Personnel not elsewhere classified 075 = Optometrists and Opticians 076 = Physiotherapists and Occupational Therapists 077 = Medical X-Ray Technicians 079 = Medical, Dental, Veterinary and related workers not elsewhere classified 081 = Statisticians 082 = Mathematicians and Actuaries 083 = Systems Analysts 084 = Statistical and Mathematical Technicians 090 = Economists 110 = Accountants 121 = Lawyers 122 = Judges 129 = Jurists not elsewhere classified 131 = University and Higher Education Teachers 132 = Secondary Education Teachers



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133 = Primary Education Teachers 134 =
135 = Special
ers not elsewhere
igion and related
9 = Workers in
151 = Authors and
and related
workers not elsewhere classified 161 = Sculptors,
Painters and related Artists 162 = Commercial
Artists and Designers 163 = Photographers and
Cameramen 171 = Composers, Musicians and
Singers 172 = Choreographers 173 = Actors and
Stage Directors 174 = Producers, Performing Arts
175 = Circus Performers 179 = Performing Artistes
not elsewhere classified 180 = Athletes, Sportsmen
and related workers 191 = Librarians, Archivists and
Curators 192 = Sociologists, Anthropologists and
related scientists 193 = Social Workers 194 =
Personnel and Occupational Specialists 195 =
Philologists, translators and Interpreters 199 = Other
Professional, Technical and related workers 201 =
Legislative Officials 202 = Government
Administrators 211 = General Managers 212 =
Production Managers (Except Farm) 219 =
Managers not elsewhere classified 300 = Clerical
Supervisors 310 = Government Executives Officials
321 = Stenographers, Typists and Teletypists 322 =
Card and Tape - Punching Machine Operators 331 =
Book - Keepers and Cashiers 339 = Book - Keepers,
Cashiers and related workers not classified 341 =
Book - Keeping and Calculating Machine Operators
342 = Automatic Data - Processing Machine
Operators 351 = Railway Station Masters 352 =
Postmasters 359 = Transport Communication
Supervisors and elsewhere classified 360 =
Transport Conductors 370 = Mail Distribution
Clerks 380 = Telephone and Telegraph Operators
391 = Stock Clerks 392 = Material and Production
Planning Clerks 393 = Correspondence and
Reporting Clerks 394 = Receptionists and Travel
Agency Clerks 395 = Library and Filing Clerks 399
= Clerks not elsewhere Classified 400 = Managers
(Wholesale and Retail Trade) 410 = Working
Proprietors (Wholesale and Retail Trade) 421 =
Sales Supervisors 422 = Buyers 431 = Technical
Salesmen and Service Advisers 432 = Commercial
Travellers and Manufacturers Agents 441 =
Insurance, Real Estates and Securities Salesmen 442
= Business Services salesmen 443 = Auctioneers 451
= Salesmen, Shop Assistants and Demonstrators 452
= Street Vendors, Canvassers and Newsvendor 490
= Sales Workers not elsewhere classified 500 =
Managers (Catering and Lodging Services) 510 =
Working Proprietors (Catering and Lodging

551 = Building Caretakers
552 = Chore workers, Cleaners and related Workers
560 = Launderers, Dry - Cleaners and Related Workers
570 = Hairdressers, Barbers, Beauticians and Related Workers
581 = Fire - Fighters
582 = Policemen and Detectives
589 = Protective Service Workers not elsewhere classified
591 = Guides
592 = Undertakers and Embalmers
599 = Other Service Workers
600 = Farm managers and Supervisors
611 = General Farmers
612 = Specialised Farmers
621 = General Farm Workers
622 = Field Crop and Vegetable Farm Growers
623 = Orchard, Vineyard and Related Tree and Shrub Crop Workers
624 = Livestock Workers
625 = Dairy Farm Workers
626 = Poultry Farm Workers
627 = Nursery Workers and Gardeners
628 = Farm Machinery Operators
629 = Agricultural and Animal Husbandry Workers not elsewhere classified
631 = Loggers
632 = Forestry Workers (Except Logging)
641 = Fishermen
649 = Fishermen, Hunters and related Workers not Elsewhere classified
700 = Production Supervisors and General Foremen
711 = Miners and Quarrymen
712 = Mineral and Stone Treaters
713 = Well Drillers, Borers and Related Workers
721 = Metal Smelting Converting and Refining Furnace men
722 = Metal Rolling - Mill Workers
723 = Metal Melters and Rebeaters
724 = Metal Casters
725 = Metal Moulders and Coremakers
726 = Metal Annealers, Traparers and Case-Hardeners
727 = Metal Drawers and Extruders
728 = Metal Platers and Coaters
729 = Metal Processors not elsewhere classified
731 = Metal Mood Treaters
732 = Sawyers, Plywood Makers and Related Wood Processing Workers
733 = Paper Pulp Preparers
734 = Paper Makers
741 = Crushers, Grinders and Mixers
742 = Cookers, Roasters and Related Heat-Treaters
743 = Filter and Separator Operators
744 = Still and Reactor Operators
745 = Petroleum-Refining Workers
749 = Chemical Processors and Related Workers not elsewhere classified
751 = Fibre Preparers
752 = Spinners and Winders
754 = Weaving and Knitting-Machine Setters and Pattern-Card Preparers Weavers and Related Workers
755 = Knitters
756 = Bleachers, Dyers, Textile Product Finishers



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760 = Tanners and Related Workers not elsewhere classified 761 = Tanners and
762 = Grain Millers and Related Workers 772 = Sugar Processors and Refiners
773 = Food Preservers 775 = Dairy Product Processors 776 = Bakers,
777 = Tea, Coffee and Cocoa Preparers 778 = Brewers, Wine and
779 = Beverage Processors not elsewhere classified 781 = Tobacco Preparers 782
= Cigar Makers 783 = Cigarette Makers 789 = Tobacco Preparers and Tobacco Product Makers not elsewhere
classified 791 = Tailors and Dressmakers 792 = For Tailors and Related Workers 793 = Millers and Hatmakers
794 = Pattermakers and Cutters 795 = Sewers and Embroiderers 796 = Upholsterers and Related Workers 799
= Tailors, Dressmakers, Sewers, Upholsterers and Related Workers not elsewhere classified 801 = Shoemakers
and Repairers 802 = Shoe Cutters, Lasters, Sewers and Related Workers 803 = Leather Goods Makers 811 =
Cabinetmakers 812 = Woodworking-Machine Operators 819 = Cabinetworkers and Related Woodworkers not
elsewhere classified 820 = Stone Cutters and Carvers 831 = Blacksmiths, Hasseraihs and Forging-Press
Operators 832 = Toolmakers, Metal Pattermakers and Metal Makers 833 = Machine-Tool Setter-Operators
834 = Machine-Tool Operators 835 = Metal Grinders, Polishers and Tool Sharpeners 839 = Blacksmiths,
Toolmakers and Machine-Tool Operators not elsewhere classified 841 = Machine Fitters and Machine
Assemblers 842 = Watch, Clock and Precision Instrument Makers 843 = Motor Vehicle Mechanics 844 =
Aircraft Engine Mechanics 849 = Machine Fitters, Machine Assemblers and Precision Instrument Makers
(except Electrical) not elsewhere classified 851 = Electrical Fitters 852 = Electronics Fitters 853
= Electrical and Electronic Equipment Assemblers 854 = Radio and Television Repairers 855 = Electrical
Wiremen 856 = Telephone and Telegraph Installers 857 = Electric Linemen and Cable Joiners 859 = Electrical
Fitters and Related Electrical and Electronics Workers not elsewhere classified 861 = Broadcasting Station
Operators 862 = Sound Equipment Operators and Cinema Projectionists 871 = Plumbers and Fitters 872 =
Welders and Flame-Cutters 873 = Sheet-Metal Workers 874 = Structural Metal Preparers and Erectors 880 =
Jewellery and Precious Metal Workers



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nd Finishers 892 = Potters and Related Clay
ceramic Kilnmen 894 = Glass Engravers and
s and Decorators 899 = Glass Formers,
re classified 901 = Rubber and Plastics
and Tire Vulcanisers) 902 = Tire Makers and
Vulcanisers 910 = Paper and Paperboard Products Makers 921 = Compositors and
Typesetters 922 = Printing Pressmen 923 = Stereotypers and Electrotypers 924 =
Printing Engravers (except Photo-Engravers) 925 = Photo Engravers 926 =
Book-Binders and Related Workers 927 = Photographic Darkroom Workers 929 =
Printers and Related Workers not elsewhere classified 931 = Painters, Construction
939 = Painters not elsewhere classified 941 = Musical Instrument Makers and Tuners
942 = Basketry Weavers and Brush Makers 943 = Non-metallic Mineral Product
Makers 949 = Other Production and Related Workers 951 = Bricklayers, Stonemasons
and Tile Setters 952 = Reinforced-Concretes, Cement Finishers and Terrazzo Workers
953 = Roofers 954 = Carpenters, Joiners and Parquetry Workers 955 = Plasters 956 =
Insurators 957 = Glaziers 959 = Construction Workers not elsewhere classified 961 =
Power-Generating Machinery Operators 962= Stationery Engine and Related
Equipment Operators not elsewhere classified 971 = Dockers and Freight Handlers 972
= Riggers and Cable Splicers 973 = Crane and Hoist Operators 974 = Earth-Moving
and Related Machinery Operators 979 = Material-Handling Equipment Operators not
elsewhere classified 981 = Ships Deck Ratings, Barge Crew and Batmen 982 = Ships
Engine-Room Ratings 983 = Railway Engine Drivers and Firemen 984 = Railway
Brakemen, Signalmen and Shunters 985 = Motor Vehicle Drivers 986 = Animal and
Animal-Drawn Vehicle Drivers 989 = Total Equipment Operators not elsewhere
classified 900 = Labourers not elsewhere classified 998 = Workers Reporting
Occupations Unidentifiable or Inadequately Described 999 = Not Stated

ENDIX 11 CODES

OR INDUSTRIES

- 111 = Agricultural and Livestock Production
- 112 = Agricultural Services
- 113 = Hunting and Game Propagation
- 121 = Forestry
- 122 = Logging
- 130 = Fishing
- 210 = Coal Milling
- 230 = Metal Ore Mining
- 290 = Other Mining
- 311 = Food Manufacturing
- 313 = Beverage Industries
- 314 = Tobacco Manufacturing
- 321 = Manufacture of Textiles
- 322 = Manufacture of Wearing Apparel except footwear
- 323 = Manufacture of Leather and Products of Leather, Leather-substitutes and Furniture, except Footwear and Wearing Apparel
- 324 = Manufacture of Footwear, except Vulcanized or Molded Rubber or Footwear
- 331 = Manufacture of Wood and Cork Product except Furniture
- 332 = Manufacture of Furniture and Fixtures except Primarily of Metal
- 341 = Manufacture of Paper and Paper Products
- 342 = Printing, Publishing and Allied Industries
- 351 = Manufacture of Industrial Chemicals
- 352 = Manufacture of Other Chemical Products
- 353 = Petroleum and Coal
- 354 = Manufacturing of Miscellaneous Products of Petroleum and Coal
- 355 = Manufacture of Rubber Products
- 356 = Manufacture of Plastic Products not elsewhere classified
- 361 = Manufacture of Pottery, China Earthenware
- 362 = Manufacture of Glass and Glass Products
- 369 = Manufacture of Other Non - Metallic Mineral Products
- 371 = Iron and Steel Basic Industries
- 372 = Non - Ferrous Metal Basic Industries
- 381 = Manufacture of Fabricated Metal Products except Machinery and Equipment
- 382 = Manufacture of Machinery except Electrical
- 383 = Manufacture of Electrical Machinery Apparatus, Appliances and Supplies
- 384 = Manufacture of transport Equipment
- 385 = Manufacture of Professional and Scientific Measuring and Controlling Equipment not elsewhere classified and of Photographic and Optical Goods
- 390 = Other Manufacturing Industries
- 410 = Electricity, Gas and Steam
- 420 = Water and Supply
- 500 = Construction
- 610 = Wholesale Trade
- 620 = Retail Trade
- 631 = Restaurants, Cafes and Other Eating and Drinking Places
- 632 = Hotels, Rooming Houses, Camps and Other Lodging Places
- 711 = Land Transport
- 712 = Water Transport
- 713 = Air Services
- 719 = Services Allied to Transport
- 720 = Communication
- 810 = Financial Institutions
- 820 = Insurance
- 831 = Real Estate
- 832 = Business Services except Machinery and Equipment Rental and Leasing
- 833 = Machinery and Equipment Rental and Leasing
- 910 = Public Administration and Defence



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eterinary Services

- 935 = Business, Professional and Labour Associations
- 939 = Other Social and Related Community Services
- 941 = Motion Picture and Other Entertainment Services
- 942 = Librarian, Museums, Botanical and Zoological Gardens and Other Cultural Services not Elsewhere Classified
- 951 = Repair Services not Elsewhere Classified
- 952 = Laundries, Laundry Services, and cleaning and dyeing plants
- 953 = Domestic Services
- 959 = Miscellaneous Personal Services
- 960 = International and other Extra-Territorial Bodies
- 000 = Activities not adequately defined
- 999 = Not Stated