



**Republic of Zambia**

# **LABOURFORCE SURVEY - 2005**

## **ENUMERATOR'S INSTRUCTIONS MANUAL**

**Central Statistical Office  
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# CHAPTER I

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## **1.1 Introduction**

The nation's population and its Characteristics are part of developmental dynamics. It is therefore essential to measure these Characteristics, and to monitor Changes in them overtime. To effectively achieve the monitoring process, the Government of the Republic of Zambia initiated the Labour Force Survey (LFS) firstly in 1986. In an effort to continue monitoring, the Government of the Republic of Zambia will embark on a second Labour Force Survey in November 2005.

## **1.2 Purpose of the Survey**

This survey intends to: -

- Identify and analyse the factors leading to emergence and growth of Labour Force in Zambia.
- Monitor the Key Indicators of Labour Market. This includes monitoring of Employment rates, Unemployment rates, e.t.c.

Furthermore, the survey seeks to assess the extent and magnitude of Labour Force in Zambia. Identifying major parameters, priority groups and patterns, extent and determinants of Children's economic activities, conditions and effects of such activities will be the focus of this survey.

The specific objectives are:

- i. To produce comprehensive statistical data on the activities of labour force, time use and information communication.
  - ii. Monitor the impact of government policies and donor support on the Labour Market Indicators in Zambia.
  - iii. Monitor the World summit for Children goals. This includes monitoring Child labour encompassing education and health.
- Provide various users with a set of reliable labour market and socio-economic indicators against which to monitor development

However, the survey is not a fully-fledged survey on any of the topics covered, it is concerned with information necessary to monitor the KILM.

The following topics will be covered in the LFS 2005: -

- Orphanhood
- Education and School attendance
- Economic activity
- Health and Safety issues
- Child Labour
- Time Use
- Information and Communication Technology
- Household Socio-economic Status

### **1.3 Coverage**

The survey will have a nationwide coverage on a sample basis. It will cover both rural and urban areas in all the nine provinces. Further, the survey will be able to provide data for Each and every district in Zambia. Hence a considerably big sample size of about 8,000 households will be selected.

### **1.4 Field questionnaires**

Two types of questionnaires will be used in the survey. These are:-

1. The Listing Booklet - to be used for listing all the households residing in the selected Standard Enumeration Areas (SEAs)
2. The Main questionnaire - to be used for collecting detailed information on all household members.

### **1.5 Duties of an enumerator**

Your main duties as an enumerator in the survey is to collect data on the listing form and main questionnaire which will later be handed over to your immediate supervisor, and subsequently to the Labour and Manpower Unit through the provincial office.

You will be assigned to a supervisor. Your supervisor will allocate you two work areas (SEAs). These areas have clearly identifiable boundaries. Your supervisor will show you around your SEA boundary so that you are familiar with it before you start your assignment. After you have been assigned your work areas and your SEA boundaries identified, you will then start your assignment by listing all the households residing in your work areas (SEAs), using the Listing Form. Thereafter, your supervisor will select a sample of households. You will then interview the selected households using the Main questionnaire. Details of how listing and interviewing is to be done are provided in subsequent Chapters.

Each enumerator will carry out his/her work in a Standard Enumeration Area (SEA). A team of enumerators will be led by a supervisor. Your supervisor will provide you with questionnaires and other materials and he will be responsible for organizing your day-to-day survey activities. During your field work you must keep regular contact with your supervisor to enable him/her to make adjustments to the programs of your work. If necessary, you should also report any problems to him/her, such as any persons refusing to be interviewed.

The quality of information to be derived from the data is dependent on what you collect from the respondents. Make sure that you record the information which is correct to the best knowledge of the respondents.

The main questionnaire is very detailed and may require that you visit the household more than once in order to collect all the information required on the questionnaire. If the respondents appear to be busy or ask you to come another time, then please make an appointment to complete the interview at an agreed date and time.

You must record answers neatly and legibly (clearly). You must also keep your survey materials and equipment clean and in good order.

You must always Check your work before you hand over to your supervisor. This is known as editing. Editing entails:-

- (i) Checking your work for completeness. There should not be any omissions.
- (ii) Checking your work for legibility. You should record answers in a clear format. The person entering the data in the computer and the person Checking your work should be able to read your writing.
- (iii) Checking your work for consistency. There should be consistency between answers recorded in the various sections of the questionnaire. For example an own Child of the head of the household should not be older than the head of the household.
- (iv) After Checking your work and ensuring that it is error free, then handover your work to your supervisor.

You should always write notes in the questionnaire (not in or around answer boxes but close enough to the answer) to explain peculiar or unusual situations or strange answers recorded for the purposes of your supervisor and other persons Checking your work and data entry operators to understand certain answers.

Keep the questionnaires tidy all the time.

### **1.6 Enumerators' conduct**

As an enumerator you must always be polite and try to establish good relationships with all household members you are dealing with and with local authorities within the area assigned to you. You should try to stimulate interest in the survey so that the best information possible is obtained from the respondents.

You are not allowed to argue with respondents or rebuke them or enter into any political discussions with them. If a respondent leads you into a conversation outside your work then politely decline. If a respondent is hostile or not very cooperative with you, consult your supervisor who will solicit for cooperation from the respondent.

You must also dress appropriately when collecting data from the various households. You should always be clean and dressed in a manner accepted by the community where you are operating from.

### **1.7 Equipment and materials**

Each enumerator will be provided with the following:-

- (a) Survey questionnaires
- (b) Pencils and erasers
- (c) A pencil sharpener/razor blades
- (d) A notebook
- (e) A map of your work area
- (f) A letter of introduction
- (g) stickers
- (h) Carrier bag

The following survey materials should be returned to the (CSO) Provincial Office immediately after the field work is fully completed:-

- (a) Questionnaires (both completed and unused)
- (b) Unused stickers
- (c) Maps

### **1.8 Legal powers and confidentiality**

This survey is being carried out under the provisions of the Census and Statistics Act, Chapter 127 of the Laws of Zambia.

### **Comments**

All persons residing in Zambia except for foreign diplomats accredited to embassies and high commissions at the time of the survey are required by this act to provide the necessary information. However, willing cooperation of the people is most important for a successful survey. By the same Act, you are not permitted to show, disclose or discuss any information collected in the survey with anyone other than the survey officials.

### **1.9 Excluded Households from the Survey**

The definition of a household given, refers only to private households. Some people do not live in private households but in institutions such as Schools, hospitals, prisons, army camps, etc.

This survey will not list or enumerate persons/households living in hotels, motels, nurses hostels, government hostels, prisons, boarding Schools, colleges and universities, army camps, national service camps and other such institutionalized places if they do not cook separately. Diplomats accredited to Embassies and High-Commissions will not be enumerated.

However, persons such as doctors, wardens, managers of hostels, policemen, etc staying with or without their families within the premises of institutions in separate houses normally cooking separately, should be treated as private households and should be enumerated in the usual manner. Ordinary workers other than diplomats working in Embassies and High-Commissions will also be enumerated. Others with diplomatic status working in the UN, World Bank etc should be enumerated. Also to be enumerated are persons or households who live in institutionalized places such as hostels, lodges, etc, but cook separately. Examples are persons or households living in Highland House Hostel in Lusaka, such persons/households are to be enumerated.

Institutionalized persons will be excluded in this survey because they tend to distort the data needed for the survey. However, persons in places like boarding Schools and hospitals who qualify to be usual members of a household, according to the definition, will be captured in their respective households.

You and all other survey officials have taken or will be required to take an oath of secrecy in the presence of a magistrate or commissioner for oath. If it is found that anyone has shown the survey documents or disclosed the information to unauthorized persons, that person will be prosecuted under this act.

## **CHAPTER 2**

### **CONCEPTS AND DEFINITIONS**

#### **2.1 ENUMERATION AREA**

You as an enumerator will be assigned an enumeration area in which you will do the enumeration work for the survey. 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 survey, 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 Survey, 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 case(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 households at least once a week;
  - iv. Patients confined in hospitals for any duration; and
  - v. Convicts and detainees.
- (c) Lodgers of the household who are working, looking for work or studying, 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;
  - (e) Persons (other than those in a, b or c ) whose usual place of residence is elsewhere, but who have been away from their usual residence for more than six months;
  - (f) Persons found in the household 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 Survey 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 Survey should not be given a Survey 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 Survey Building Number.

**Example:**

*School Premises:* Each of the teachers' houses, each classroom block, each dormitory block will be given a separate Survey 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 else's premises, that is, a housing unit should have at least one door which directly leads outside in the open or into a public corridor or hallway. Structures which are not intended for habitation such as garages and barns, classroom etc., but are occupied as living quarters by one or more households at the time of the survey will also be treated as housing units. The following are 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 "cabin".
- (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.

### **Example 1.**

A man and his family live in a house at the back of which are two separate servants' quarters on the same premises. In one of these quarters lives the house servant and in the other one lives the gardener. The house servant and the gardener have their own separate cooking facilities. Since the main building and the two servants' quarters are on the same premises, and since they eat separately, for survey purposes, they will be given separate survey Building Numbers. The household in the main building will be treated as one household and will be given survey 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 survey 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 survey 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.

## **SURVEY PROCEDURES 3**

### **3.1 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**

There are four important steps, which must be taken before you start your work:

- (a) **Reviewing the Enumerators Manual:** This includes reviewing the general interviewing procedures, the specific field procedures and the 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 Survey 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 respondent's 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 respondent's 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.

- (c) **Avoid Showing the Questions to the Respondent:** Respondents can be influenced by knowing what questions are coming next or by seeing the answer categories, which are not asked with the questions.

### 3.2.5 Instructions in the Questionnaire

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 Q4, 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 Q5 where you are instructed to write the grade/level currently attending.
- (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.

- (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:
- Anything else?
  - Any other reason?
  - Any other?
  - Could you tell me more about your thinking on that?
  - Would you tell me what you think?
  - What do you mean?
  - Why do you feel that way?
  - 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 is 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 becomes irritated or annoyed, stop probing the question. We do not want the respondent to refuse to complete the rest of the interview.

### **3.2.7 Controlling the Interview**

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. The recording responses should be done clearly within the space provided; otherwise mistakes will be made at different stages of processing.

### 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 Survey. Also inform the respondent that you may possibly return to collect more information.

## CHAPTER 4

### LISTING PROCEDURE

#### 4.1 Introduction

- (a) Your supervisor will show you a Standard Enumeration Area (SEA) where you will carry out your field work in two stages.

The first stage will involve listing all the households and buildings in the Standard Enumeration Area assigned to you.

The second stage will involve canvassing the main questionnaire. This should be done to households selected from the listing done in the first stage.

- (b) At the time of listing you will be required to fill in the identification and other particulars on the front page of the listing book. Inside the book you will be required to fill in the Survey building number (SBN), Housing unit number (HUN), Household number (HHN), name of the household head and other particulars required on the listing form.
- (c) **SEA IDENTIFICATION PARTICULARS:** For Province and District, write down the appropriate names and code numbers. The code numbers will be provided by the supervisor. For CSA and SEA write down the code numbers only. For Locality, write down the name only (name of compound or village).

The enumerator should indicate his/her name where it says 'Name of Lister' and also should show date when listing was done started. It is also expected that the enumerator/lister gives a brief explanation of where the SEA is located on the space provided for remarks.

#### **ITEM 1: SURVEY BUILDING NUMBER (SBN)**

Within your enumeration area you will give a unique serial number to each building as you continue to list. This number will run serially in each enumeration area. The number will be in 3 digits, starting with 001, followed by 002, 003 and so on. No two buildings in your enumeration area will have the same survey building number. This will be different from other types of the 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 and your supervisor in checking on your progress.

#### **ITEM 2: HOUSING UNIT NUMBER (HUN)**

Each Housing Unit will be given a housing unit 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 enumeration are to be allocated appropriate housing unit numbers.

When you reach a new building, the building numbers will continue from the previous one but the housing unit numbers in that building will start from 01.

**Example 1:** Survey Building Number 032 has three housing units. These will be numbered 01,02 and 03.

**Example 2:** Survey Building Number 033 has only one housing unit; this will be numbered 01.

**Example 3:** Non-habitable Housing Units are to be coded 00.

### **ITEM 3: 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 then write 0 in the box provided for household number. This will indicate that no one was living there at the time of listing.

### **ITEM 4: HOUSEHOLD HEADSHIP**

Ask for the name of the head of the household and record in the provided column for head of household. The head of household is the person in the household all members of the household regard as head. He/she normally makes day-to-day decisions governing the running of the household. In the case of one member household, the member will be the head of household. The head of a household can either be male or female.

Note that the respondent will not necessarily be the head of household.

### **ITEM 5: NUMBER OF HOUSEHOLD MEMBERS**

Add up all the members of the household and write the total number in the column provided. Be certain to include the head of the household, the aged, and babies in the number recorded. These tend to be left out.

### **ITEM 6: CHILDREN (5-17)WORKING FOR PAY**

Ask the respondent whether in the household they have any children aged 5-17 years who are working for pay or profit.

### **ITEM 7: CHILDREN (5-17) WORKING BUT NOT FOR PAY**

Ask the respondent whether in the household they have any children aged 5-17 years who are working / assisting with work without pay.

### **ITEM 8: SAMPLING SERIAL NUMBERS**

This column must be left blank. The coordinator will use this space to assign serial numbers to households for sampling.

Upon completion of household listing in all the selected clusters, new household numbers; sampling serial numbers must be assigned to each household in the cluster within each category, given in column 8 of the listing form. The sampling numbers must be assigned

sequentially within each category starting from 1. The total number of households in the category will be equal to the last serial number assigned. The number of households to be selected in each category will be worked out by allocating the total number of households to be selected in the cluster (SEA) proportionally to the three categories.

Let M=the total number of households listed in the SEA

M1=the total number of households listed in category 1

M2=the total number of households listed in category 2

M3=the total number of households listed in category 3

n=the number of households to be selected in the SEA

$n_i$ =the number of households to be selected from each category

$i=1, 2, 3$

Selection procedure

1. Allocate the number of households to be selected from say category 1 proportionally as:

$$(M_1/M) \times n = n_1$$

For example if:

$$M = 180$$

$$M_1 = 80$$

$$M_2 = 50$$

$$M_3 = 50$$

$$n = 30$$

$$n_1 = (80/180) \times 30 = 13.33$$

$$n_1 = 13$$

$$n_2 = (50/180) \times 30 = 8.33$$

$$n_2 = 8 \text{ \& } n_3 = 8$$

Because of rounding off the number of households will be down by 1. In such a situation we are going to add 1 more household to be selected in category 1.

2. Calculate the sampling interval for category 1 as:  $M_1/n_1=I_1$

3. Generate a random number (R) between 1 and  $I_1$ ; the first selection will hence be R

4. Add the interval to the random number to get you next selection:  $R+I$

5. Add the interval repeatedly until you get your desired sample size.

## Chapter 5

### SPECIFIC DATA COLLECTION PROCEDURES - IDENTIFICATION

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#### **6.1. Province**

Pre-enter, in the space provided, the name of the province in which you are conducting this survey, and enter the province code in the box provided.

#### **6.2. District**

Pre-enter, in the space provided, the name of the district in which you are conducting this survey, and enter the district code in the box provided.

#### **6.3. Constituency**

Pre-enter, in the space provided, the name of the constituency in which you are conducting this survey, and enter the constituency code in the box provided.

#### **6.4. ward**

Pre-enter, in the space provided, the name of the ward in which you are conducting this survey, and enter the ward code in the box provided.

#### **6.5. Census Supervisory area (CSA)**

Pre-enter, the number of the CSA in the boxes provided.

#### **6.6. Standard Enumeration area (SEA)**

Pre-enter, the number of the SEA in the boxes provided. If the SEA is a single SEA, enter '0' in the first box and the SEA number in the second box. If the SEA is composite, then enter the first digit in the first box and the second digit in the second box.

#### **6.7. 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 questionnaire

#### **6.8. Survey Building Number (SBN)**

Within your enumeration area you will give a unique serial number to each building as you continue to enumerate. This number will run serially in each Enumerator's area. The number will be in three digits starting with 001, followed by 002, 003 and so on. No two buildings in your enumeration area will have the same 'Survey 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.

## **6.9. 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 Survey are to be allocated appropriate housing unit numbers.

### **Examples: 1**

- (a) Survey Building Number 032 has three housing units (houses). These will be numbered 01, 02 and 03.
- (b) Survey Building Number 033 has only one housing unit. This will be numbered 01.
- (c) Survey Building Number 034 has two housing units. These will be numbered 01 and 02.
- (c) If the interview status is “refused”, record 01 for HUN.

Remember to give it a Survey Building Number. Record the housing unit number in the HUN box.

## **6.10. 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’ in the box provided. This will indicate that no one was living there at the time of enumeration. If the Housing Unit is occupied, but you do not contact any household member at that particular housing unit, leave the box for HHN blank.

## **SECTION I**

### **Demographic Characteristics**

This section will basically be looking at the background Characteristics of all individuals in a given household. These will include issues like: Name, Relationship to the head of the household (HH) Sex, Age, Marital status, Orphan hood and/or Vulnerability of individuals.

**Q1:** In the household listing column, record all household members starting with the head of the household. The household listing has enough space for 14 persons. If a household has more than 14 persons, use another Questionnaire, household with more than 14 persons will require additional Questionnaire to list the rest of the household members.

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

**Q2:** This question seeks to find out the member’s relationship to the household head. Enter the appropriate response code. The codes for possible answers are listed at the bottom of the table. There may be need to probe further to ascertain the exact relationship, e.g., to differentiate between step son/daughter and own son/daughter.

**Q3:** Complete the sex of the household members. If you can observe the sex, you should record the response without asking. If the interviewer is in doubt, ask for the sex. Enter “1” if the response is male and “2” if the response is female.

**Q4:** Ask the age of each member of the household and record the response in complete years, e.g., 32 year and 11months record 32. if the respondent can not remember ask for the year when he/she was born.

**Q5:** Ask about the current marital status of each adult household member age 15 years and above. Record the appropriate response code provided in the questionnaire.

**Q6:** Ask if the biological mother of the Child is still living. Enter “1” if the response is yes. Enter “2” if the response is no and go to **Q8**. Enter “9” if the response is don’t know and go to **Q8**.

**Q7:** Ask if the biological mother of the Child is member of this household. Enter “1” if the response is yes. Enter “2” if the response is no. Enter “9” if the response is don’t know

**Q8:** Ask if the biological father of the Child is still living. Enter “1” if the response is yes. Enter “2” if the response is no and go to **Section II**. Enter “9” if the response is don’t know go to **Section II**

**Q9:** Ask if the biological father of the Child is member of this household. Enter “1” if the response is yes. Enter “2” if the response is no. Enter “9” if the response is don’t know

## **SECTION II**

### **Education And Attendance Of All Persons Aged 5 And Above**

**Q1:** Ask if the person can read or write in any language. Enter “1” if the response is yes. Enter “2” if the response is no.

**Q2:** Find out from the respondent if he/she has ever attended School? Enter “1” if the response is yes. Enter “2” if the response is no, skip to **Q6**.

**Q3:** Find out from the respondent what was Name’s highest grade/level completed. Enter the appropriate response code provided in the table below.

<b>Before 1956</b>	<b>1956 - 65</b>	<b>1966 - 83</b>	<b>1983 to Date</b>	<b>Codes</b>
Sub-Standard A	Sub-Standard A	Grade 1	Grade 1	01
Sub-Standard B	Sub-Standard B	Grade 1	Grade 1	01
Standard 1	Standard 1	Grade 2	Grade 2	02
Standard 2	Standard 2	Grade 3	Grade 3	03
Standard 3	Standard 3	Grade 4	Grade 4	04
Standard 4	Standard 4	Grade 5	Grade 5	05
Standard 5	Standard 5	Grade 6	Grade 6	06
Standard 6 Lower	Standard 5	Grade 6	Grade 6	06
Standard 6 Upper	Standard 6	Grade 7	Grade 7	07
Form 1	Form 1	Form 1	Grade 8	08
Form 2	Form 2	Form 2	Grade 9	09
Form 3	Form 3	Form 3	Grade 10	10
Form 4 (GCE)	Form 4 (GCE)	Form 4	Grade 11	11
		Form 5 GCE(0)	Grade 12GCE(0)	12
Form 6 lower	Form 6 Lower			12
Form 6 upper	Form 6 Upper	GCE (A)	GCE(A)	13
Form 6				13
College Students				13
University Undergraduate Students				13
Certificate				14
Diploma				14
Bachelors Degree				15
Masters Degree and above				16

**Q4:** Find out from the respondent if name is currently attending School. Enter “1” if the response is yes. Enter “2” if the response is no and go to **Q6**.

**Q5:** Find out from the respondent if name is currently attending School, which grade/level is he/she attending. Enter the appropriate response code provided in the table referrer to the table in question **Q3** above

**Q6:** Find out from the respondent what was the main reason why name is not attending or never attended School Record the responses in the boxes provided.

**Q7** Find out from the respondent if name has ever received any skills training. Enter “1” if the response is yes. Enter “2” if the response is no, skip to **section III**.

**Q7** Find out from the respondent what of skills training did name received Record the responses in the boxes provided, if the response is none skip to **section III**

**Q9** Find out from the respondent the last time he/she receives skills training and how long did it last. Enter the appropriate response code in the box provided.

**Q10** Find out from the respondent in which field did name last received this type of training. Enter the appropriate response code in the box provided.

### **SECTION III.**

**Economic Activity:** 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 5 years old on the day of enumeration.

The persons who are 5 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).

Those who are in the labour force can be further classified as below:

- (a) Working or work assured but not yet started work.
- (b) Not working:
  - (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 chores or looking after children;
- (b) Full-time students;
- (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.

**Q1:** Here we are interested in finding out what was name's main activity in the last seven days enter the appropriate response code in the box provided and follow the skip instruction as directed in the question.

**Q2:** This refers to a person who worked without pay during the reference period in a household business of any kind. Enter "1" if the response is yes and go to section IV. Enter "2" if the response is no.

**Q3:** Here we want to find out if a person did any work on his/her own or the household plot, farm, food garden, cattle post or kraal, or helped in growing farm produce or in looking after animals for the household. Enter "1" if the response is yes and go to section IV. Enter "2" if the response is no.

**Q4:** We want to find out if a person did any work as a learner or apprentice for a wage or salary in cash or kind. Enter "1" if the response is yes and go to section IV. Enter "2" if the response is no.

**Q5:** This question tries to find out as to whether a person caught any fish or gathered any other food either for sale or household consumption during the reference period that is last seven days. Enter "1" if the response is yes and go to section IV. Enter "2" if the response is no.

**Q6:** We want to know whether name did any work for a wage, salary, commission or any payment in kind the last seven days. Domestic servants must not be included here. Enter "1" if the response is yes and go to section IV. Enter "2" if the response is no.

**Q7:** This question tries to find out whether a person worked as a domestic worker for a wage, salary or any payment in kind in the last seven days. Enter "1" if the response is yes and go to section IV. Enter "2" if the response is no

## SECTION IV

### Employment

#### 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 lock-out, 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.

## **2 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.

## **3 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.

## **4 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 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?"

## **6 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.

## **7 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 institution regularly are to be recorded as full time students.

## **8 Not Available For Work For Other Reasons**

This refers to people who were not seeking 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.

## **9 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 at the back of manual. 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:**

Carpenter	Town Clerk	Messenger	Stock Assistant
Car driver	Radio Mechanic	Farm Labourer	School teacher
Accounts clerk	Mine gang boss	Personnel Officer	Plumber

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.

## **10 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 was employed in more than one industry, then enter the industry which

relates to the occupation already recorded. If he/she had the same occupation in different industries, then write the current industry in which he/she working.

A person with a certain skill can work in any industry where the skills are required. In such a situation, industry classification will depend on the industry in which he/she is actually employed.

**Examples:**

<b>A Carpenter May Work in:</b>	<b>His/her Corresponding Industry Classification Is:</b>
(a) A Furniture Workshop	Furniture Manufacturing
(b) A Building Construction Company	Construction
(c) Zambia Railways	Transport

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:**

	<b>Functions</b>	<b>Industry</b>
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 at the of the manual for a list of industries).

**Q1:** Ask the respondent what kind of work did name do in his/her main job during the last seven days (or usually does, even if he/she was absent in the last seven days) give occupational code in the boxes provided.

**Q2:** Ask the respondent what were the main goods and services produced at name place of work. Write down the economic activity and the code in the boxes provided.

**Q3:** Find out from the respondent name worked whether permanent or temporally and record the response in the box provided.

**Q4:** Ask the respondent if there is a written contract between him/her with the employer. Enter “1” if the response is yes. Enter “2” if the response is no. Enter “3” if the response is don’t know in the box provided.

**Q5:** Ask the respondent what type of contract he/she entered into with the employer Enter “1” if the response is oral contract. Enter “2” if the response is written contract.

**Q6:** Ask the respondent if the person does contribute to any social security scheme. Enter “1” if the response is yes. Enter “2” if the response is no Enter “3” if the response is don’t know in the box provided.

**Q7:** Ask the respondent if the person is entitled to paid leave in his/her main job. Enter “1” if the response is yes. Enter “2” if the response is no Enter “3” if the response is don’t know in the box provided.

**Q8:** Ask the respondent if the person is a member of a trade union. Enter “1” if the response is yes. Enter “2” if the response is no Enter “3” if the response is don’t know in the box provided.

**Q9:** Ask the respondent what type of business or enterprise where the person works. Enter the appropriate response code in the box provided. The codes for Q9 are listed in the question.

**Q10:** Ask the respondent if there are 5 or more persons working at named persons place of work. Enter “1” if the response is yes. Enter “2” if the response is no.

**Q11:** Ask where (name) place of work is located. The respondent is going to identify locations by name. You assign the code of the location in the box provided. For example, if the interview takes place at home and the respondent mentions that he/she did some work in the market, the appropriate code would be 3= at a market. Enter the appropriate response code. The codes for Q11 are listed in the questionnaire.

**Q12:** Ask the respondent, how many days did name work in the last seven days Enter the number of days in the box provided.

**Q13:** Ask the respondent, how many hours name worked for on average per day. Record responses in rounded number of hours e.g., 23.5 to 24 hrs, 22.4to 22hrs.

**Q14:** Ask the respondent, if (name) want to work more hours during the last 7 days. Enter “1” if the response is yes. Enter “2” if the response is no.

**Q15:** Ask the respondent, how many hours would (name) have preferred to work during the last 7 days. Record responses in rounded number of hours e.g., 74.5 to 75 hrs, 78.4to 78hrs.

**Q16:** Ask the respondent, if (name) can decide on the number of hours per week for which he/she works. Enter the appropriate response code in the box provided.

**Q17:** Find out from the respondent why didn’t (name) work more hours in the last 7days. Enter the appropriate response code in the box provided.

**Q18:** Find out from the respondent if extra work were available, would (name) be able to start immediately. Enter “1” if the response is yes. Enter “2” if the response is no.

**Q19:** Find out from the respondent if (name) during the past four weeks did take any action to look for any extra work. Enter “1” if the response is yes. Enter “2” if the response is no. Enter “3” if the response is don’t know.

**Q20:** Find out from the respondent what activities did (name) do to look for extra work. Enter the appropriate response code in the box provided.

**Q21:** Find out from the respondent what type of work did (name) mostly looked for. Enter the appropriate response code in the box provided.

**Q22:** Find out from the respondent what are the frequency earnings of (name) Enter the appropriate response code in the box provided.

**Q23:** Find out from the respondent what were the total earnings as salaries allowances profits etc. Enter the appropriate response in the box provided. And if has to be right justified. If earnings are in dollars convert to kwacha using the ruling rate at the time of enumeration.

## SECTION V

### HEALTH AND SAFETY

This section asks questions on illnesses and injuries suffered in the last 12 months, and safety of working persons and their occupations at the work place. The section covers questions on the main illness and injury suffered during the period, the frequency and seriousness of the illness or injury and whether these illnesses or injuries are due to work or not.

Questions in this section are intended for all persons 5 years and above identified as working in section iii. For respondents aged 5 to 14 years, the mother or other adult household member, who are normally knowledgeable about the health status of children, should be asked these questions. However, questions can be posed directly to respondents above 14 years if they happen to be present at the time of your visit.

**Q1:** Ask the respondent whether in the last 12 months he/she had any of the illnesses that are listed in the questionnaire. The illnesses of interest to us are:

**Skin problems:** This includes any skin problem such as dermatitis, skin cancer, etc, that the respondent might have had in the last 12 months.

**Lung problems:** Lung problems refer to any problems of the lungs. This includes respiratory problems, lung cancer, etc.

**Allergy:** An allergy is any spontaneous reaction of any part of the body or the mind to an external stimulus such as certain types of food or substance, certain conditions, etc. An allergy usually results in a certain adverse response by the body. For example, some people get skin rash whenever they eat Kapenta. The allergy in this case is Kapenta and the person is said to be allergic to Kapenta.

**Diarrhoea:** This is the frequent tendency of a person to discharge the bowl usually in liquid form.

**Fatigue:** Fatigue is a condition in which a person frequently feels abnormally exhausted even after non-strenuous activity.

Note that a person can suffer from more than one illness at the same time, e.g. a skin problem and an allergy. Hence, multiple responses are possible. However, you are required to record only one illness and this will be the illness that the respondent considers to be the most serious. Record the code of the response in the appropriate box. If a person states that she has suffered from any of the illnesses listed above, you are required to skip to Q3.

**Q2:** This question is for those who reported that they did not suffer from any of the illnesses in Q1 (i.e. responded 'none'). Find out from the respondent if he/she has suffered from any other illnesses, in the last 12 months. Here we want to find out if the respondent has suffered from any illness other than those listed in question Q1. Answer categories of 1 = Yes and 2 = No are given. Record the appropriate response in the given box. If a person answers that they did not suffer from any other illness, skip to Q7.

**Q3:** This question is intended for those who said that they had suffered from any of the illnesses in Q1. This question is interested to find out the frequency in the last 12 months at which the respondent contacted the main illness in Q1. Ask the respondent how often he/she fell ill during the period. Note that we want the number of times that a person fell ill. For example, a person says that she has suffered from allergies 2 times in the last 12 months. There are 3 answer categories given for the question. The response (2 times) falls in category '1.Once or Twice'. Hence, record code 1 in the given box.

**Q4:** In this question, we wish to find out the seriousness of the respondent's main illness given in Q1. In order to do this, 5 answer categories based on the consequences on work of the main illness are given as follows;

1. **Permanently disabled;** This means that the illness caused permanent disability in the person as a consequence of which work could not be performed as before,
2. **Prevented from work permanently:** This means that the illness permanently prevented the person from work as a result of which work could no longer be performed,
3. **Stopped work temporarily:** In this case, the illness caused temporally work stoppage,
4. **Changed jobs:** Here, the illness had consequences on work by causing the person to change to another job,
5. **No Consequence:** No consequence means that the illness had no consequence on work.

You are required to identify the most serious consequence and record its code in the given box.

**Q5:** Ask the respondent what he/she thinks was the main cause of the person's main illness, i.e., the illness identified in Q1. This question seeks to find out whether that illness was caused by work or causes other than work. This may be difficult to establish because of the difficulty of identifying a particular cause out of many others. There are three answer categories provided. These are:

1. **Due to work:** This means that the illness was contacted directly during the course of work or at the work place.
2. **Not Due to work >>Q7:** This means that the illness was not contacted during the course of work or at the work place. Examples include illnesses contracted from poor living

conditions, traveling long distances under adverse conditions, outbreak of disease in the respondent's village or area, etc. If the respondent gives this category as the response, you are required to skip to Q7.

**9. Don't Know >>Q7:** This category is used when the respondent does not know the cause of the illness or in cases when one person is answering on behalf of another. You are required to skip to Q7 if the respondent gives this category as the response

**Q6:** If the cause of the illness has been identified as being due to work in Q5, ask the respondent the actual task or occupation that he/she was performing at the time of illness. Codes for tasks/occupations should be given according to the International Standard Classification of Occupations (ISCO – 1988). You must provide a clear description of the occupation in the appropriate space then record the four digit occupational code in the four boxes given. For example, if a person says that the task/occupation he was performing when he fell ill was **Bus Driver**, then clearly describe the occupation in the appropriate space as bus driver and enter the occupational code **8323** for bus driver in the boxes.

**Q7:** Ask the person if he/she works with or under the following conditions:

**1= Dust, fumes, gas:** This means that the person works in a dusty environment or one polluted with fumes or dangerous gases such as carbon mono dioxide, oxygen, ammonia, etc. Also included are persons who handle such dangerous gases.

**2 = Noisy environment:** A noisy environment refers to one in which workers are subjected to loud noises from machinery, music, continuous rattle of truck engines or equipment, etc.

**3 = Extreme temperatures or humidity:** Extreme temperatures refer to temperatures way above the normal body temperature while extreme humidity means conditions where the amount of water vapour in the air is very high.

**4 = Dangerous tools:** These include tools such as sharp tools (knife), hand operated electrical and mechanical tools, that are capable of causing injury to the operator,

**5 = Work underground;** E.g., Miners.

**6 = Work at high altitudes:** This covers persons who construct multi-storey buildings, rescue workers who have to rescue people from high buildings, etc.

**7 = Insufficient lighting**

**8 = Chemicals:** E.g., acids, explosive mixtures, etc.

**9 = Carry heavy loads.**

This question can have multiple responses. For example, a respondent who works at a stone quarry states that his work environment is dusty (category 1) and noisy (code 2), he uses dangerous tools (category 4), and also carries heavy loads (category 9). In this case, the respondent has provided 4 responses. Only 1 response is required. You are, therefore, required to pick 1 response depending on the importance of the response to the respondent.

**Q8:** This question relates to safety of a person's occupation or workers at the work place. Ask if the respondent is aware of any likely health problems or possible hazards, injuries or illnesses in connection with his or her work. The responses are 1.Yes, 2.No and 9. Don't Know. Record the appropriate response in the box provided.

**Q9:** Ask if the person has had any of the following injuries in the last 12 months:

1. = back/muscle pain,
2. = wounds/deep cuts.
3. = Eye/sight problems
4. = Hearing problems
5. = None

Note that a person can have more than one of the injuries listed above at the same time. For purposes of this survey, however, you are required to identify one most serious injury and record the response in the box provided.

**Q10:** In this section, we wish to find out whether in the last 12 months the respondent has suffered from any injury other than those mentioned in Q9. Record the response in the box given. If the response to this question is 2 or 9, you should skip to section vii.

**Q11.** For those who reported having suffered from an injury in Q9, ask how often they have been injured in the last 12 months. Record the answer from the three categories given: 1= Once or twice, 2 = 3 to 5 times, 3 = More than 5 times.

**Q12:** This question seeks to find out the seriousness of the person's main injury identified in Q9. Seriousness is measured by the consequence of the injury on work. For this, four categories are provided. You are required to find out which of these the respondent considers to be most serious and record the response in the given box. The following answer categories are given;

1. **Permanently disabled;** This means that the injury caused permanent disability in the person as a consequence of which work could not be performed as before,
2. **Prevented from work permanently:** This means that the injury permanently prevented the person from work as a result of which work could no longer be performed,
3. **Stopped work temporarily:** In this case, the injury caused temporarily work stoppage,
4. **Changed jobs:** Here, the injury had consequences on work by causing the person to change to another job,
5. **No Consequence:** No consequence means that the injury had no consequence on work.

**Q13:** Ask the respondent what he/she thinks was the cause of the person's main injury identified in Q9. This question seeks to find out whether that injury was caused by work or not. Four answer categories are provided as follows;

1. Due to work
2. Not Due to Work >>Sect VII
3. None of the above >>Sect VII
9. Don't Know >>Sect VII

Record the response in the box given. For responses 2, 3 or 9, you are requested to skip to section VII.

**Q14:** Ask for the actual task/occupation that the person was performing when he/she incurred the main injury identified in Q9. Codes for the tasks/occupations should be according to the International Standard Classification of Occupations (ISCO - 1988). For example, if one worked as a **Police Officer** in the central Government when she was injured then clearly describe the occupation as police officer in the given space and then enter code **5162** for police officer in the given boxes.

**Q15:** This question seeks to find out whether there are any safety measures in form of protective uniform to protect employees from injury or illness while working. Protective clothing refers to any special clothing that is worn by workers undertaking certain tasks that are considered to be dangerous. Examples of protective clothing include;

Masks for protection from dust, fumes and gases,  
Head phones for protection from noise,  
Gloves for protection of the hands from sharp tools,  
Helmets for protection of the head from hard rock, etc

Three answer categories are provided; 1= Yes, 2=No and 3= Don't know. Record the response in the appropriate box given.

## SECTION VI

### CHILD QUESTIONS AGE 5 – 17 YEARS

This section covers economic activities of children aged 5-17 years activities in the last seven days for all household members aged 5-17 years. Ask these questions of each person themselves if at all possible.

**Q1:** Ask respondent, If (Name) stops working, what will happen? Here, the interest is how the household and its immediate property sustain themselves should (Name) stops working. Enter the appropriate code in the space provided.

**Q2:** Ask respondent, If currently in employment, how is (Name) paid? Enter the appropriate code for the mode of payment used. E.g., Weekly, Hourly, etc.

**Q3:** Ask respondent, what does (Name) do with his/her earnings? Enter the appropriate code for how (Name's) earnings are disbursed.

**Q4:** Ask respondent, has (Name) been engaged in housekeeping activities or household chores in own parents'/guardians' home on a regular basis during the last 7 days? For answer category "Yes" the interest in this question is the number of hours (Name) spends on household chores in own parents'/guardians' home on a regular basis during the last 7 days.

**Q5:** Ask respondent; during which time do you usually work? This question is intended to find out which time of the day (Name) works. For instance, is it in the morning, evening, Afternoon, night, or all day. Enter the code correctly in the space provided.

**Q6:** Ask respondent, What does (Name) do for fun? Enter the code in the space provided for an activity that (Name) mainly do for fun.

**Q7:** Ask respondent, Is there an aspect of (Name's) work environment that is dangerous or harmful to (Name's) physical or mental health? This question attempts to investigate how dangerous and/or harmful (Name's) work environment is. Record the code in the space provided for either ' yes' or 'No' accordingly.

## SECTION VII

### UNEMPLOYMENT:

This section covers unemployment and non-economic activities.

**Unemployment:** This refers to persons who are not working but took steps to seek paid employment or self-employment during the reference period.

**Q1:** Here we want to find out as to whether name did look for work in the last seven days. Enter "1" if the response is Yes. Enter "2" if the response is No and skip to **Q3**.

**Q2:** Here we want to find out what sort of work the person wanted to do in the last seven days. There are three answer category that is paid employment, e.g. Medical Doctor, Teacher, Salesman etc., Own business (including commercial farming) e.g. running a Grocery or restaurant and finally code and Subsistence farming (growing crops mostly for own consumption, and **9** don't know. Enter the appropriate response code in the box provided.

**Q3:** Here we want to find out whether name made any effort to start a business of his/her own in the last seven days. This business can be a grocery, restaurant or any other business of their own. Enter "1" if the response is yes Enter "2" if the response is no skip to **Q6**.

**Q4:** Here the question is trying to find out how that person looked for work in the last seven days. This question will be asked to those that have answer category 1 =Yes in question Q2 in this section and enter an appropriate code depending on the response, otherwise they have to specify.

**Q5:** The question attempts to find out the sort of efforts, which the person made to start a business in the last seven days. This question will be asked to those that have indicated code 1 = Yes to question Q3 in this section and five answer categories are given of which they answer the 5<sup>th</sup> one they have to specify.

**Q6:** Here we want to find out how long this person has been available for work and wanting to work. The respondent will be able to tell you the period they have been available for work and wanting to work then indicate the appropriate code from the answer categories given.

**Q7:** This question wants to find out as to whether the person (respondent) has previously mainly worked either as a subsistence farmer or in a job or business or other, which they have to specify. Here we want to find out the economic activity and employment status of the respondent and we are interested in what work they **mainly** did. If a person worked in more than one job, we are interested in the work were they spent most of the time. In cases where the respondents spent an equal amount of time on two activities, find out which one they regard as their main activity.

**Q8:** In this question we want to find out how long has it been since name last worked. The respondent will be able to tell you the period it has taken since he last worked. A set of responses is given and has to be record in the box provided.

**Q9:** Here we want to know the type of work which the person (respondent) was doing in the last job, in other words we want to know their job title in the previous job e.g. Barman,

Security Guard, Driver, Teacher etc. There are four boxes provided for coding of the Intentional Standard Classification of Occupations. Referrer to manual for the occupational codes.

**Q10:** This question is trying to find out the main goods and services that were produced or provided by the employer where the person last worked. Example if they worked for Shoprite, their main services provided is that of retailing of groceries, Zambia Breweries the goods produced is beer so it will be beer manufacturing. Your supervisor will provide you with International Standard Classification of Industry codes revision 3. There are four boxes provided for the ISICR3 where you will enter the codes.

**Q11:** This question attempts to find out to which sector the person last worked for and there are four answer categories given. Example, if one worked for Ministry of Health, the codes will be 1 = Central Government and if it's Shoprite the code will be 4 = Private.

**Q12:** This question will only be asked to those that have indicated that they did some work in the last job. Employment status means that a person is self-employed, employs others, is employed by someone or works on a family farm, in the family business without actually being paid.

**Q13:** Ask the respondent whether there were 5 or more people working at (names) work place and then record the response accordingly, 1 = Yes or 2 = No.

**Q14:** Find out from the respondent whether name last employer/business contributed to any social security scheme record the answer in the box provided. Enter "1" if the response is Yes. Enter "2" if the response is No and enter "9" if the response is don't know.

**Q15:** Ask the respondent whether name was entitled to paid leave in his/her main job/business. Enter "1" if the response is Yes. Enter "2" if the response is No and enter "9" if the response is don't know.

**Q16:** Find out where this job/business was located where the respondent worked. Here the respondent will indicate where that job/business was located either 1. In owners home, 2 at some other fixed place or 3 No fixed place and then record the response in the box provided.

**Q17:** Find out from the respondent the reason why he/she gave up that job/business. Record the answer in the box provided.

**Q18:** Ask the respondent whether he/she has been offered the job in the last 7 days and whether he/she has turned it down and the answer category is 1 = Yes and 2 = No which will be recorded in the box.

**Q19:** Ask the respondent if he/she knows of any available work for which he/she has relevant qualification but is not willing to do so. Record the response given in the box that is 1 = Yes, 2 = No.

**Q20:** Ask the respondent why he/she would not be willing to do that work. The respondent will be able to give you the reason why they would not do that job so record the answer category given in the box.

**Q21:** Ask the respondent if a suitable job is offered he/she would accept it, then record the answer given either 1 = Yes or 2 = No in the box.

## SECTION V III

### TIME USE MODULE

*This section asks questions about the paid and unpaid activities that household members 5 years of age and above were involved in the previous day. Try to ask questions of each person to himself or herself if possible.*

**Q1:** Ask if [name] did work in a company or institution, farm or plot in exchange for income, salary, wages or a daily fee paid in cash or in-kind yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q2

**Q1.1:** Find out how much time she/he spent on working in a company or institution, farm or plot in exchange for income, salary, wages or a daily fee paid in cash or in-kind yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q2:** Ask if the person worked in her/his own business, farm or plot in exchange for income, benefits, or earnings in cash or in-kind yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q3

**Q2.1:** Find out how much time she/he spent working in her/his own business, farm or plot in exchange for income, benefits, or earning in cash or in-kind yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q3:** Ask if [name] worked to help in the activities of the farm, plot or household business or for other persons without receiving income yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q4

**Q3.1:** Find out how much time she/he spent working to help in the activities of the farm, plot or household business or for other persons without receiving income yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q4:** Ask if [name] weaved, embroidered, made or processed articles of clothing for household members yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q5

**Q4.1:** Find out how much time she/he spent on weaving, embroidering, making or processing articles of clothing for household members yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q5:** Ask if [name] took care of animals yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q6

**Q5.1:** Ask how much time she/he spent on taking care of animals yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q6:** Ask if [name] made repairs to their own dwelling, such as electrical, plumbing, bricklaying or any other repair activity yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q7

**Q6.1:** Find out how much time she/he spent on making repairs to her/his dwelling yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q7:** Ask if [name] spent time getting herself/himself to and from her/his place of work yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q1

**Q7.1:** Find out how much time she/he spent on getting herself/himself to and from the place where she/he works yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

***Section B asks about time spent on issues related to School/studies the previous day, by household members 5 years of age and older***

**Q1:** Establishes whether a person attended School, carried out any other type of studies, did homework, or went to the place where she/he studies, the previous day. The interviewer should enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q1

**Q1.1:** The interviewer should record the number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

***Focuses on time spend on household maintenance activities undertaken by household members 5 years of age and older the previous day***

**Q1:** Ask if [name] cleaned the house yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q2

**Q1.1:** Ask how much time she/he spent on cleaning the house yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q2:** Ask if [name] cooked or prepared breakfast, lunch or dinner yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q3

**Q2.1:** Find out how much time she/he spent on cooking or preparing breakfast, lunch or dinner yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q3:** Ask if [name] washed dishes yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q4

**Q3.1:** Ask how much time she/he spent on washing dishes yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q4:** Ask if the person washed or ironed clothes yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q5

**Q4.1:** Ask how much time she/he spent on washing or ironing clothes. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q5:** Ask if [name] threw out trash yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q6

**Q5.1:** Find out how much time she/he spent on throwing out trash yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q6:** Ask if [name] fetched water yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q7

**Q6.1:** Ask how much time she/he spent on fetching water yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q7:** Ask if [name] collected firewood yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q8

**Q7.1:** Ask how much time she/he spent on collecting firewood yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q8:** Ask if [name] she/he served and/ or looked after Children yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q9

**Q8.1:** Find out how much time she/he spent on serving and/or looking after Children yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

***Established if any purchases were made and the amount of time that was spent on making purchases/going to a store or supermarket by household members 5 years of age and older, the previous day***

**Q1:** Ask the respondent if she/he made any household purchases or went to a store, supermarket or any other shopping place yesterday. Enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q1

**Q1.1:** Find out how much time she/he spent on attending School, carrying out any other type of studies, doing homework and/or going to the place where she/he studies yesterday. Enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

***This section asks questions about the time spent on other activities by household members 5 years of age and older the previous day***

**Q1:** Finds out whether a person spent time on personal care activities, such as plaiting/cleaning their hair, shaving, putting on make-up and other personal care/attention activities the previous day. The interviewer should enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q2

**Q1.1:** The interviewer should ask the amount of time a person spent on personal care activities, such as plaiting/cleaning her/his hair, shaving, putting on make-up and other personal care/attention activities the previous day and enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q2:** Asks whether each person participated in any sporting activities, cultural activities and/or relaxation the previous day and record “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q3

**Q2.1:** The interviewer is required to ask how much time a person spent taking part in sporting activities, cultural activities and/relaxation the previous day and record number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q3:** Is meant to establish whether a person provided any free services, participated in community work or meetings the previous day and enter “1” for yes and “2” for no in the box provided against Each personal number. If the response is no, skip to Q4

**Q3.1:** The interviewer is expected to find out how much time a person spent on any free services, or community work or meetings the previous day and record number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q4:** This question aims at establishing whether a person spent time on eating, sleeping, reading, and/or resting the previous day. The interviewer should enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q5

**Q4.1:** The interviewer should ask the amount of time a person spent on eating, sleeping, reading, and/or resting the previous day and enter number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q5:** The interviewer should find out if a person spent time the previous day on any activity not already mentioned and enter “1” for yes and “2” for no in the box provided against each personal number. If the response is no, skip to Q6

**Q5.1:** If a person spent time the previous day on any other activity not mentioned, the interviewer should record the number of hours (e.g. 02:15 where one spent two hours and fifteen minutes). If less than 1 hour, enter the number of minutes (e.g. 00:07 where one spent seven minutes)

**Q6:** This question is meant to establish which of mentioned activities above were done simultaneously or parallel by an eligible household member the previous day. The interviewer should indicate which activities these are, if any, by use of sections and the numbers of the question, for instance Q5 and Q4, Q1 AND TUS 4 e.t.c.

## **SECTION IX**

### **INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)**

The Information and Communications Technologies Survey (ICTs) will be used to collect data on a nation-wide basis to determine the infrastructure, reach and use of information and communications technologies in households and among individuals.

Information and Communication(s) Technology (ICT) is the technology required for information processing and exchange. This is achieved by using electronic equipment mainly computers.

This section will be used to collect information about ICTs. The section has been divided into two parts, subsections IXA and IXB, for household and individual information respectively.

Most concepts will be dealt with as the individual question items are discussed below.

## SECTION IXA

### INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) - HOUSEHOLDS

#### **Question 1: Does the household, or any member of it, have any of the following permanently in the dwelling?**

**NOTE: THE ITEM MUST HAVE BEEN IN WORKING ORDER FOR AT LEAST THE PAST ONE MONTH.**

This is a multiple responses question asked about the household access to ICTs. Enter '1' or '2' depending on whether they answer **yes** or **no** to ownership of each of the items in the 'CODE' column. Where the household answers 'Yes' (a '1' has been entered), proceed to ask and enter the number of that specific ICT item owned in the last 'Number of items' column. Some definitions are given below:

**Land line:** a telephone line which travels through a physical, land-based medium usually copper.

**Internet:** a global network (connection) of computers. It can be accessed by the public through any computer that is connected to this network.

**Dial-up connection:** an inexpensive but relatively slow form of internet access in which the user dials a telephone number over a public telephone exchange using a computer which is connected to an electronic device called a modem.

**Broadband Connection or High-speed transmission:** commonly used to refer to Internet access that is faster than dial-up. This is achieved via cable modems or Digital Subscriber Line (DSL). For years, "broadband" has been referred to as higher-speed connection, but the actual Speed threshold has varied. For the Zambian case, 256kb/s may be used as a threshold.

**Internet enabled Mobile phone:** A cell phone through which one can access the internet, send or receive e-mails and may be integrated with a computer.

**Analogue:** - the direct representation of a waveform, as opposed to digital which is a coded representation.

**Mobile phones or Cellular telephone, Cell phone:** A mobile phone, also known as a cell phone or cellular phone, is a portable electronic device which behaves as a normal telephone whilst being able to move over a wide area (compare cordless phone which acts as a telephone only within a limited range). Cell phones allow connections to be made to the telephone network, normally by directly dialing the other party's number on an inbuilt keypad. Originally analog, all new cellular systems are digital, which has enabled the cell phone to turn into a smart phone that has access to the Internet.

**Digital:** the coded representation of a waveform by, for example, binary digits in the form of pulses of light, as opposed to analogue which is the direct representation of a waveform. Digital technology enables information of all types to be transmitted in digital form over networks – it is faster than analogue systems.

**Cable television:** Cable television (often shortened to cable) is a system of providing television, FM radio programming and other services to consumers via radio frequency signals transmitted directly to people's televisions through fixed optical fibers or coaxial cables as opposed to the over-the-air method used in traditional television broadcasting (via radio waves) in which a television antenna is required.

**Terrestrial television:** (also known as **over-the-air** or **OTA**) is the traditional television broadcasting (via radio waves) in which a television antenna is required.

**Conventional Analog television:** television that encodes picture information as an analog signal, that is, by varying the voltages and/or frequencies of the signal. All systems preceding

digital television can be considered analog. Most television in Zambia, except satellite (**Multi-choice Dstv**), is analog.

**DVD (Digital VideoDisc or Digital Versatile Disc):** an optical digital disc for storing movies and data. A **DVD player** is a device for playing video DVDs. Most **hardware DVD players** have to be connected to a television set; there are also some small portable devices which have an LCD screen attached.

**VCR:** Video Cassette Recorder

**DSTV:** Digital Satellite Television

**VIDEO GAME CONSOLE:** a dedicated electronic device designed to play video games

**SET-TOP BOX:** describes a device that connects to a television and some external source of signal, and turns the signal into content then displayed on the screen. The signal source might be a satellite dish, a cable (see cable television), a telephone line

**MODEM:** SHORT FOR **MODULATOR/DEMODULATOR**. A communications device that converts one form of a signal to another that is suitable for transmission over communication circuits, typically from digital to analog and then from analog to digital.

**GPS:** stands for the Global Positioning System. It refers to a system of satellites and receivers that allow people and devices to pinpoint their precise location on the earth. The heart of the system relies on satellites that orbit the earth. Devices that are equipped with GPS equipment receive transmissions from the satellites and are able to discern very precise positioning data. The application of the GPS is very broad. Many new **cars** are being equipped with **GPS systems** to help drivers with **navigation**. However, this is rare in Zambia and may not have the supporting technology and services available. Such cars are said to have a traffic navigation system.

**LCD:** Liquid Crystal Display (LCD) is a thin, flat display (screen) device.

**Question 2: Is the computer used for...? (Multiple responses)**

This question is only relevant to those households that answered having any of the computer devices in question 1, i.e. those that answered yes in any of the items; **Personal computer (10), portable laptop computer (11), hand held computer (12)**.

**Question 3: Does this household have access to the Internet? (Regardless of whether it is used)?**

The household may answer 'Yes' to this question if they have access to the internet through any equipment or device in the household. As long as the internet is accessible, even where they have not used it frequently, a '1' for 'Yes' should be recorded. **If the answer is 'No', skip to Question 6.**

**Question 4: On which of these devices is the Internet accessed at home? (Multiple responses)**

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items. This is a Multiple responses question.

**Question 5: What types of Internet connection are used? (Multiple responses)**

This is a multiple answer question. Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items.

**Question 6: What are the main reasons for this household not having access to the Internet at home? (Multiple responses)**

This is a Multiple responses question. Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items.

**Question 7: What are the main reasons for this household not owning/having access to the computer at home? (Multiple responses)**

Like in 6 above, this is a Multiple responses question. Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items.

**SECTION IXB**

**INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) – INDIVIDUAL QUESTIONS**

**Question 1: Have you ever used a computer?**

Ask each member of the household, 5 years and above, whether they have ever used a computer. Enter the appropriate code. If the answer is 'No', Go to the Next Person. If last person, Go to Next Section.

**Question 2: On average, how often have you used a computer in the last 3 months?**

Only one answer category applies in this question. The categories begin with the highest frequency to the lowest. The respondent should give appropriate answer. If the answer is '5' i.e 'not used in the last 3 months', skip to Question 4.

**Question 3: Where have you used a computer in the last 3 months? (Multiple responses)**

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items. This is a Multiple responses question. Notice that each of the answer categories has a corresponding answer box, numbered as the answer category, against each respondent.

For those who may not have used a computer in the last 3 months, (i.e. those who answered '5' in Question 2), all boxes should have '2' entered in this question.

Question 4: Have ... taken any training courses (of ½ day or longer) on any aspect of computer use?

The training referred to here includes any type of training course, including work-related courses,

**lessons or courses undertaken privately. Indicate the period during which the last training was undertaken.**

**Question 5: Have you used the Internet...?**

A respondent may give only one answer. Enter appropriate code for the answer given by respondent. If the respondent has never used the internet before, end the interview for that individual in this section. Go to the next individual and start asking question 1.

**Question 6: On average how often did you access the Internet in the last 3 months**

A respondent may give only one answer. The categories begin with the highest frequency to the lowest. The respondent should give appropriate question.

**Question 7: Where have you accessed the Internet in the last 3 months (using a computer or any other means)? (Multiple responses)**

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items. This is a Multiple responses question. Notice that each of the answer categories has a corresponding answer box, numbered as the answer category, against each respondent.

Question 8: Have you used the Internet in the last 3 months for any of the following activities relating to ...?

**(Multiple responses)**

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items. This is a multiple choice question. Notice that each of the answer categories has a corresponding answer box, numbered as the answer category, against each respondent.

**NOTE: Option 8 implies no other option is selected.**

If a respondent answers that they purchased goods and / or services on the internet, i.e. item 3 is 'Yes' and coded '1', he may be asked Q 9 and Q10. If item 3 is 'No', meaning he/she did not buy any goods and services on the internet, then Q9 and Q10 should not be asked for this respondent i.e. **Skip to Q11.**

**Question 9: You said you ordered goods or services over the Internet in the last 3months. Was this for private use?**

Enter a '1' for 'Yes' or a '2' for 'No'. Private use refers to a purchase for personal or household use. If this was purchased by a member of the household on behalf of an organisation, not personal use then code '2' for 'No'.

**Question 10: Have you ever bought or ordered goods or services for private use overthe Internet?**

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items.

**Question 11: What were the main reasons for not buying/ordering any goods or Services over the Internet?**

This question will only be asked of individuals who answered 'No' to item 3 in Q8.

This question will not be asked of individuals who answered 'Yes' to item 3 in Q8.

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items. This is a multiple choice question. Notice that each of the answer categories has a corresponding answer box, numbered as the answer category, against each respondent.

**Question 12: What types of goods and services did you buy or order over the Internet for private use in the last 12 months? (Multiple responses)**

This question will only be asked of individuals who answered 'Yes' to item 3 in Q8.

This question will only not apply for individuals who answered 'No' to item 3 in Q8.

Enter a '1' for 'Yes' or a '2' for 'No' where applicable for each of the items. This is a multiple choice question. Notice that each of the answer categories has a corresponding answer box, numbered as the answer category, against each respondent.

**Question 13: What was the approximate total value of goods and services (excluding financial investments) you bought or ordered for private use over the Internet in the last 3 months?**

This question will only be asked of individuals who answered 'Yes' to item 3 in Q8.

Indicate the total value of all items purchased through the internet in the last 3 months for all persons where this question is applicable.

Question 14: Did you buy or order goods over the Internet from: (multiple responses)

This question will only be asked of individuals who answered 'Yes' to item 3 in Q8.

If a person purchased goods from both within Zambia and outside the country, a code '1' will be entered in both boxes, representing each source.

## **SECTION X**

### **Household socio-economic status**

**Q1:** Has the household faced any of the following economic shocks in the last 12 months? This question has multiple answer categories from a list of 7 possible answers: 1 death of a household member/income earner, 2 illness/injuries that prevented person from usual work, 3-crop failure, 4 flood or drought, 5 loss or destruction of property, 6 none, 7 other (specify) In this question if the response (answer) is 6 None, then you have to skip the next 4 questions up A104.

**Q2:** How was it possible for the household to get food and shelter following this event/these event? This question applies to codes 1,2,3,4,5 and code 7 in question A99. There are 13 possible answers and its a multiple answer question.(refer to the questionnaire for the answers.

**Q3:** If you borrowed money ( from whatever sources that is those that have answered codes 5,6 and 7 in A100), how are you to pay back? There are 4 possible answers given, 1 No repayment, 2 raise the money from own sources and pay within agreed period, 3 provide direct labour for specified period, 4 other (specify)

**Q4:** If you are providing labour to the creditor (those that have answered code 3 in A101), do Children take part? There are 4 possible answers, 1 regularly, 2 sometimes, 3 seldom, 4 never, then record the code in the box given.

**Q5:** Ask the respondent if the Children were withdrawn from ( that is those that indicate code 8 in A100), do you intend to send them back after the situation improves? The answer categories given is 1 = Yes, 2 = No and 3 = Don't know, then record the response in the box provided.

**Q6:** Household expenditure on various items like education for Children, food, fuel for cooking, lighting, rent etc.  
Go through the items with the respondent and record the amount in the local currency (kwacha) in the column given.

How much was spent on the following during the first School term?

The first School term being referred to here is from January to April, 2005.

(a) "**School fees**" including boarding fees, tuition fees, tuition paid to School, registration fee etc. Tuition fees referred to under 'School fees' are different from private tuition.

(b) "**School uniforms**" includes items such as shoes, socks, jersey/jacket necktie and badges for School purposes.

(c) "**Contribution to school/PTA**" includes payments made by school going members of the household to School projects and PTA funds.

(d) "**Private tuition**" refers to a private tuition incurred outside the normal School arrangements such as engaging a teacher to have extra sessions with a member of the household. Note that other form of tuition paid to the institution where a person goes for School has been taken care of under School fees.

(e) How much was spent on transport during the past 1 month to and from School?

Past 1 month refers to the 30 days prior to the enumeration, eg if the enumeration for a particular household takes place on 24<sup>th</sup> November, the reference period is from 24<sup>th</sup> October to 23<sup>rd</sup> November.

(f) What was the estimated average expenditure on food for the household during last month?

A household might be a recipient of free food either from other households or donor organizations.

If a household has consumed any food from their own production or received, then you are to record the quantity that was consumed during the last month, the unit it is being measured in, and estimate the retail price of the unit in the market or shops. But if the food items were bought from the shops or market then record the expenditure in the last column to the nearest kwacha.

The last month here refers to the last 30 days before the enumeration of that particular household.

Example:

If a household consumed 20 eggs laid by their own Chickens and each egg would cost K500 if it was bought at the nearest market. You record the information as follows:

unit one egg

quantity 20

price k500

The K10,000 is the price that the 20 eggs would have cost at the nearest market.

(g) What was the estimated amount spent on electricity/Charcoal/firewood/candles/paraffin in the past month?

Expenditure on electricity/Charcoal/firewood/candles/paraffin refers to the actual amount spent on these items in the last 30 days. If nothing has been spent on the item, e.g if nothing was spent on electricity even if they were supposed to enter 0 in the column.

(h) What was the estimated expenditure on in the past month.

Again expenditure on water refers to the actual amount spent on water in the last 30 days then record accordingly.

(i) What was the estimated monthly average amount spent on rent in the past month?

Expenditure on rent refers to the average monthly amount spent on rent in the past last 30 days.

(j) How much was spent on Cable/pay TV in the past month?

This is the actual amount spent on watching TV either private or the national TV in the last 30 days.

## **CODES FOR MAJOR FIELDS OF STUDY**

**(Professional/Vocational Education)**

### 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 "none".

## **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  
133 = Primary Education Teachers  
134 = Pre-Primary Education Teachers  
135 = Special Education teachers  
139 = Teachers not elsewhere classified  
141 = Ministers of Religion and related Members of Religious Orders  
149 = Workers in Region not elsewhere classified  
151 = Authors and Critics  
159 = Authors, Journalists 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 Services)  
520 = Housekeeping and Related services supervisor  
531 = Cooks  
532 = Waiters, Bartenders and Related workers  
540 = Maids and Related housekeeping services  
Workers not elsewhere Classified  
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  
 759 = Spinners, Weavers, Knitters, Dyers and Related Workers not elsewhere classified  
 761 = Tanners and fellmongers  
 762 = Pelt Dressers  
 771 = Grain Millers and Related Workers  
 772 = Sugar Processors and Refiners  
 773 = Butchers and Meat Preparers  
 774 = Food Preservers  
 775 = Dairy Product Processors  
 776 = Bakers, Pastrycooks and Confectionery Makers

777 = Tea, Coffee and Cocoa Preparers  
778 = Brewers, Wine and Beverages Makers  
779 = Food and 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, Hasserraiths and Forging-Press Operators  
832 = Toolmakers, Metal Patternmakers 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  
891 = Glass Formers, Cutters, Grinders and Finishers  
892 = Potters and Related Clay and Abrasive Formers  
893 = Glass and Ceramic Kilnmen  
894 = Glass Engravers and Etchers  
895 = Glass and Ceramic Painters and Decorators  
899 = Glass Formers, Potters, and Related Workers not elsewhere classified  
901 = Rubber and Plastics Products Makers (except Tire Makers 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 = Insulators  
 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

## **CODES FOR 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 ad Equipment Rental and Leasing
833	=	Machinery and Equipment Rental and Leasing
910	=	Public Administration and Defence
920	=	Sanitary and similar services
931	=	Education Services
932	=	Research and Scientific Institutions
933	=	Medical, Dental, Other Heath and Veterinary Services
934	=	Welfare Institutions
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

**THANK THE RESPONDENT FOR  
PROVIDING THE INFORMATION AND FOR  
BEING COOPERATIVE THEN  
END THE INTERVIEW.**