



# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)



Access by Households and Use by Individuals: 2014

## TRAINING AND FIELD MANUAL



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# **1 INTRODUCTION**

## **1.1 Introduction**

This is the second Information and Communication Technology (ICT) access by households and use by individuals survey to be carried out in Zimbabwe by the Zimbabwe National Statistics Agency (ZIMSTAT) in collaboration with the Postal and Telecommunications Regulatory Authority of Zimbabwe (POTRAZ). The survey's main objective is to obtain up-to-date statistical information on access to ICTs by households and use by individuals. The first survey on the same subject covered rural households only.

## **1.2 Objectives:**

- 1.2.1 The objective of the survey is to collect data on household access and use by individuals of ICTs in order to measure the digital divide across the different land use sector in Zimbabwe.

## **1.3 Uses of ICT data**

The information generated from ICT household surveys is used to:

- 1.3.1 Design ICT household policies and intervention strategies
- 1.3.2 Measure the use of ICTs such as radios, televisions, computers, fixed telephone, mobile cellular telephones and the Internet by individuals in Zimbabwe.
- 1.3.3 Determine the mobile cellular telephone penetration rate, broadband and wireless internet diffusion in the country.
- 1.3.4 Assess the potential of ICTs that is the extent to which the country can make use of ICTs to enhance both social and economic development based on available capabilities and skills.
- 1.3.5 Plan and evaluate ICT readiness which reflects on the level of networked infrastructure and access to ICTs .

- 1.3.6 Monitor ICT intensity which reflects the level of use of ICTs in the society.
- 1.3.7 Evaluate ICT impact which is a reflection of the benefits of effective and efficient use of ICTs.
- 1.3.8 Improve the availability and international comparability of ICTs households statistics.
- 1.3.9 Provide time series data on ICT household statistics.

#### **1.4 Definition of Digital Divide**

The digital divide is the gap between individuals, households, businesses and geographical areas at different socio-economic levels with regard both to their opportunities to access ICTs and to their use of the Internet for a variety of activities. The digital divide reflects inequalities among and within countries in terms of access to physical infrastructure and equipment, such as computers and the Internet or even conventional communication infrastructure such as fixed telephone lines.

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## 2.0 SAMPLE DESIGN

**(Awaiting *sampling frame*)**

The ICT Household Survey covers households and individuals that live in urban and rural settings:

### **3: FIELD PROCEDURES**

#### **3.1 Role of the Provincial Supervisor**

- a) Activities before data collection (pre enumeration phase) will include the following:
  - i. Receiving all survey materials from Head Office and distributing them to Team Leaders;
  - ii. Preparing and distributing to Team Leaders the list of selected households for each EA to be covered;
  - iii. Assigning work to Team Leaders including allocation of EAs to be supervised by each Team Leader; and
  - iv. Contacting provincial, district and other authorities as a way of publicising the survey and to introduce oneself.
  
- b) During (enumeration phase) and after data collection (post enumeration phase) the main activities are:
  - (i) Monitoring progress of the survey in the whole province by:
    - supervising the Team Leaders
    - making spot checks
    - attending or supervising some interviews
  - (ii) Editing a sample of completed questionnaires and verifying that the quality of work is acceptable by ensuring completeness and consistency checks built into the questionnaire;
  - (iii) Receiving all completed questionnaires and fieldwork reports from the team leaders;
  - (iv) Submitting all questionnaires to the Head Office timely;
  - (v) Carry out quality control assignments e.g. re-interviewing a sample of households in an EA; and
  - (vi) Submitting a fieldwork report to the Field Operations Co-ordinator

#### **3.2 Role of the Team Leader**

- a) Activities before data collection (pre-enumeration phase) will be:

- i. Contacting district officials and all local authorities for each EA as a way of publicising the survey;
- ii. Identifying all selected EAs under his/her Enumerators and;
- iii. Distributing survey materials to Enumerators.

b) During (enumeration phase) and after data collection (post enumeration phase) the main activities are:

- i. Visiting enumerators, editing their work in the field and giving feedback on performance;
- ii. Attending some interviews and giving feedback on how the interview was conducted;
- iii. Making spot checks on already interviewed households and re-asking a few questions on the questionnaire;
- iv. Solving problems encountered in the field and informing the supervisor;
- v. Follow-up on refusals
- vi. Editing all survey questionnaires and submitting them together with a field report to the supervisor.

### **3.3 Role of the Enumerator**

(a) Activities before data collection (pre-enumeration phase) will include the following: -

- i. Reconnaissance – identifying the Enumeration Area (EA) by walking the boundaries and segmenting the E.A for enumeration purposes;
- ii. Publicising the survey and approaching local authorities as well as influential people to introduce oneself;
- iii. Receiving documents and equipment from the Team Leader or Supervisor;
- iv. Identifying location of households;
- v. Arranging appointments for the interviews and ;
- vi. Preparing fieldwork itinerary for the survey.

(b) During data collection(enumeration phase) the main activities are:

- i. Asking questions correctly;
- ii. Recording answers clearly, correctly and accurately

- iii. Editing completed questionnaires e.g. for completeness and consistency and;
  - iv. Scheduling call-backs e.g. making appointments to visit households at convenient times
- (c) Activities after data collection (post-enumeration phase):
- i. Final editing of the questionnaires at the Office
  - ii. Submitting completed questionnaires and other equipment to the team leader.
  - iii. Writing and submitting report to the team leader.

### **3.4 Place of Work**

The enumerators will spend most of their time in the field. Each enumerator will be assigned a number of EAs to cover in a stipulated period.

A Team Leader will spend most of the time in his/her Supervision Area (SA). A Supervision Area constitutes 4-6 EAs. A Provincial Supervisor will be partly in the office and partly in the field. In the field, a supervisor is in charge of all the SAs within his or her province.

### **3.5 Training of Enumerators**

One can only become a good enumerator through experience and training. Training will consist of theory and practical exercises. Before each training session, study this manual carefully along with the questionnaire and note any questions you may have. Ask questions at any time to avoid mistakes during the actual interviews. Be assured that others will learn from the questions as well as discussions on situations encountered in practice and actual interview situations.

During training, firstly, the questionnaire sections, questions and instructions will be discussed in detail. 'Homework' assignment will involve reading the questions correctly to someone several times so as to become comfortable with asking the questions.

Secondly, there will be **role-playing** where trainees assume the roles of Enumerator and Respondent. The training will pay particular attention to how the questions should be phrased in the different vernacular languages/dialects to ensure that the meaning of the questions remains consistent.

The third phase involves **field practice** where you will actually interview household members. Trainers will observe your interviews and work with you and will check and edit

the questionnaire. You will be tested on your **familiarity** and **understanding** of the survey concepts, definitions and the questionnaire.

The training will continue in the field when Team Leaders and Provincial Supervisors meet you to discuss your work. The formal training provides Enumerators with basic knowledge and information regarding the questionnaire, data collection procedures, etc. Continued observation and supervision during data collection completes the training process especially during the first few days. Also, you may run into situations, which are not covered during training. Discuss these with your Team Leader and other supervisors who may visit during the survey period. Others may be experiencing similar problems, thus, all can benefit from others' experiences.

It should always be borne in mind that "High quality work" depends on:

- Good training: Enumerators must **know** what they have to do;
- High morale: they must **wish** to do what they know they have to do; and do it.
- Close supervision: during field work enumerators will be given continuous feedback on their performances.

## **4. Conducting an Interview**

Successful interviewing is an art and not a mechanical process. Although each interview is unique, the art of interviewing develops with practice. There are basic principles when interviewing a household e.g. on how to build rapport, conducting the interview, etc., which are to be followed.

### **4.1 Establishing Rapport with the Respondent**

The Enumerator and respondent in most cases are strangers to each other and one of the main tasks is to establish rapport. The first impressions will influence willingness to cooperate. Always ensure a neat appearance and show friendly manners when you introduce yourself. The survey will have been publicised such that the respondent may be expecting your visit. However, always carry your official identification card or letter with you.

The following principles will be helpful in establishing rapport:

#### **4.1.1. Approaching the dwelling unit**

- Use the entrance that is normally used
- Do not straddle fences or any other property boundaries.
- Ask the locals your way to the new next dwelling unit when in doubt.

#### 4.1.2. Make a good first impression

When approaching the respondent, do your best to make him/her feel at ease. Open the interview with a smile and salutation. You must be well versed in the local traditional forms of greetings (especially in rural settings). After the normal exchange of greetings, introduce yourself and the organisation you are representing as well as stating the purpose of your visit. Avoid mumbling and waffling. The following introduction is suggested:

My name is \_\_\_\_\_ . I work for or I am employed by the Zimbabwe National Statistics Agency (ZIMSTAT). I am here to collect data for the ICT Household Access by Households and Use by Individuals Survey. All the information collected in the survey is strictly confidential and will be published and used in aggregated form where no individual/household data can be recognised.

#### 4.1.3. Always have a positive approach

The interview must be honest about the length of the interview and approach each interview as if it will take immediately. Avoid asking questions in an apologetic manner, e.g. asking such questions as “Are you too busy?”, “Would you spare a few minutes?” or “Would you mind answering some questions?” Such statements may mislead the respondent to thinking that your mission is not important and may invite refusals.

#### 4.1.4 Stress the confidentiality of responses.

Inform the respondent that the data you collect would remain confidential, that no individual names will be used for any purpose and all information will be used in aggregated form. Never mention other interviews or show completed questionnaires to other Enumerators or supervisors in front of the respondent or any other person.

#### 4.1.5 Answer any questions from the respondent frankly

The respondent may ask a few questions before agreeing to be interviewed. Be direct and pleasant and display your knowledge and understanding of all the various aspects of the questionnaire survey.

- 4.1.6 Avoid the presence of other persons other than members of the household during the interview unless their presence facilitates the interview situation.

The presence of third persons during the interview may prevent you from getting frank and honest responses from the respondent. It also violates the rule of confidentiality. It is therefore necessary that the interview be conducted as privately as is possible. A tactful attempt should be made to get rid of the third parties.

## **4.2 Here are some tips in Conducting the Interview efficiently**

- 4.2.1. Be neutral throughout the interview

People are generally polite and may give answers they think you want to hear. Never allow the respondent to think that she/he has given the right or wrong answer by expression on your face or tone of your voice and never appear to approve or disapprove of any of the respondent's answers. Defer any questions raised by the respondent to the end of the interview. Note that questions are carefully worded to be neutral and do not suggest that one answer is more likely or preferable to another. Failing to read the complete question may destroy that neutrality. If an ambiguous answer is given try to probe in a neutral way by asking like this:

"Please explain a little more"; "I did not quite understand you, please tell me again", etc.

- 4.2.2. Never suggest answers to the respondents.

If a given answer is not relevant to the question, do not prompt by saying something like "I suppose you mean that... Is that right?" The respondent will definitely agree with you. Probe in such a way that the respondent comes with a relevant answer. You should never read out the list of coded responses except where you are instructed to do so.

- 4.2.3. Do not change the wording or sequence of questions

The wording and sequence of the questions must be maintained. If the question has been misunderstood, repeat it slowly and clearly. If it is still not clear, you may reword the question but without altering the meaning of the original question.

#### 4.2.4. Handle hesitant respondents tactfully

There are situations when the respondent says, "I do not know", gives an irrelevant answer, acts very bored or detached, contradicts something already said or refuses to answer the question. Try to re-interest the respondent in the conversation e.g. if s/he is shy or afraid, try to remove the shyness or fear before asking the next question. Spend some time talking about things, which are not relevant to the interview, e.g. the town or village, the weather, daily activities, etc.

If the respondent is giving irrelevant answers, do not stop him/her abruptly or rudely. Instead listen and try to steer him/her back to the original question. Maintain a good atmosphere throughout the interview for the respondent to see the Enumerator as a friendly, emphatic, and responsive person who does not intimidate and to whom s/he can say anything without feeling shy or embarrassed.

If the respondent is reluctant or unwilling to answer the question, overcome the reluctance by explaining that the question is being asked to all selected households in the country. Remain courteous and stress the importance of the survey and that it has nothing to do with taxation or similar Government activities. Also stress the confidential nature of the information obtained and that no one outside ZIMSTAT will be allowed access to the records and that the details for an individual person are never released for any purpose what-so-ever and those results are published as numerical tables only. If s/he continues to refuse, inform her/him that you are forwarding the matter to your Supervisor. Do report to your Team Leader at your earliest convenience.

#### 4.2.5 Do not form expectation

You should not form expectations as to the ability; beliefs or knowledge of the respondent e.g. educational level, social standing, etc. On the other hand, the differences between you and the respondent can influence the interview. You should always behave and speak in such a manner that the respondent is at ease and see what she/he is important to you.

#### 4.2.6 Do not hurry the interview

Ask questions clearly to ensure understanding by the respondent, pause after each question. If the interview is hurried, you might get responses like “I don’t know” or get an inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, you may say “There is no hurry. Your responses are very important so please consider your answers very carefully”.

Work steadily and make sure answers are plain and correct before you write anything down. Do not accept at once any statement you believe to be mistaken, but tactfully ask further questions to obtain the correct answers.

**Finally, as far as possible, the interview a conversation rather than a formal interrogation..... Maintain continuity and easy flow of conversation.....with few moments of silence!**

### **4.3 Language of Interview**

The questionnaire is in English and will have to be translated into local languages and dialects. The meaning should not be changed. Some practice interviews in local languages will be conducted as part of the training.

When you approach the household, establish the language or languages spoken there. Find the language that both of you can understand. Translators and interpreters should be minimised as they jeopardise the quality of the interview as well as increasing the time of interview.

## **5. Field Procedures**

### **5.1. Preparatory activities**

Each Enumerator must ensure that s/he has sufficient materials and is aware of the role to be performed.

Each Enumerator will be provided with the following:

- Questionnaires
- Blue pen
- Clip board
- Carrying bag/Satchel
- Notebook for observations
- Enumerator Manual
- Official ID/Letter
- Call Back Cards (mostly in urban areas)

### **5.2. Recording Responses**

It is important that as much as possible, all questions have recorded responses. Consistency is also critical. For each survey conducted each attribute is checked for accuracy, even from one survey to another such that at regional and international level, the quality is accessed.

The questionnaire is divided into 6 sections. Complete the questionnaire in order of sections. The types of questions to be encountered on the questionnaire include those with:

- Open ended responses where one must write the respondent's answer in the spaces provided e.g. age; answers in words where paraphrasing should keep the meaning accurate e.g. for occupation
- Pre-coded responses where the responses are listed on the questionnaire, and to record the answer you merely circle the appropriate code. ***Ensure that for any response coded 'other specify' you specify the response given. The responses are critical during analysis as well as for improvement of future survey responses.***

It is important to record answers neatly and legibly.

- Open-ended responses: Write neatly and legibly where you are required to write.
- Pre-coded questions: Circle the correct response carefully;

Some questions may not be applicable to some individuals or a response may not be known. In such cases entries should be made as follows:

N/A will be used for not applicable questions. Where a number of columns for an individual do not apply, place the N/A in the centre of the columns and indicate the extend by lines.

**Note:** If you have circled a wrong code, cross out the code with two horizontal lines, such that the lines do not interfere with the other codes, and then circle the correct code.

### 5.3 Publicity

Publicity should be done properly and effectively at national, provincial, district and local levels.

1) At the national level

Insertions can be made in the local media such as Newspapers, Radio and TV.

2) At the provincial level

Publicity at this level can be done by sending letters to the following: Provincial Administrators, Town Clerks, Police Chiefs, and other influential people.

3) At the district level

Letters can also be sent to the following: District Administration, Police and other influential people

4) At the local level

Team Leaders and Enumerators should contact the local leadership (Ward Chairperson/Councillor, Chief, Village Chairperson and Headman), Police and other influential persons before the onset of data collection in every EA.

## **6. Completing the Questionnaire**

In order to standardise data collected, the same concepts and definitions must be applied during the data collection, data checking (editing) and data processing. The questionnaires must be filled in the same way. Thus all instructions, definitions and concepts must be understood for each question.

## QUESTIONNAIRE SECTIONS

### SECTION A: IDENTIFICATION

Before beginning an interview, fill in the Identification Section which includes:

**For Communal and Urban Areas:** Province, District, Ward, Sector, Enumeration Area Household Number.

**For A1 Farms:** Province, District, Ward, Sector, Farm Number, Plot Holder Number, Total Households and Household Number.

**For A2 Farms:** Province, District, Ward, Sector, Farm Number, Plot Holder Number

**For Old Resettlement Schemes (Model A, B and E):** Province, District, Ward, Sector, Scheme Number, Village Number, Plot Holder Number, Total Households and Household Number.

**For Large Scale Commercial Farms:** Province, District, Ward, Sector, Farm Number.

**For Small Scale Commercial Farms:** Province, District, Ward, Sector, Farm Number, Total Households and Household Number.

Explanation of the 10 digit Geo-Code System is contained in **Appendices 2**,

### INTERVIEWER VISITS

This section seeks to check on the number of visits made by the Enumerator/Interviewer to the selected household. The enumerator has to indicate the dates of visits and the reason why the household was not interviewed. **Codes are provided at the bottom of page 1 of the questionnaire as follows:**

1. **Completed** – if the household has been interviewed
2. **No household member at home or no competent respondent at home at the time of visit**
3. **Entire household absent for the whole survey period**
4. **Postponed** – to visit the household later
5. **Refused**
6. **Dwelling vacant**
7. **Dwelling destroyed**
8. **Dwelling not found**
9. **Other** – you are required to specify the reason

If code 7 i.e. dwelling destroyed is recorded and the household and the household is still living/staying within the same EA, the household must be followed and interviewed.

For each visit – complete the date and the result

## **SECTION B : HOUSEHOLD CHARACTERISTICS**

### **Q1: Person Identification Number (PIN):**

This is a number which is allocated to every household member starting with the head of the household to the last.

### **Q2: Household Composition:**

The population can be enumerated under two methods: a "de jure" and a "de facto" population count. A "de jure" count is the enumeration of persons who usually reside in a given place. For this survey we adopt the "de jure" method. The usual members may be present or absent. Visitors are not included but in cases where respondents are not sure who a visitor is, a cut-off point of 12 months should be used such that those who stayed less than 12 months would be termed visitors. **Children attending boarding schools are not usual members of the household as they only come home on holidays.**

The procedure of identifying households and their compositions will be as follows:

Firstly, identify the households that share the same dwelling unit by asking "Who usually live together and share the same eating and sleeping arrangements."

**Note :** it is important to take into account cooking and sleeping arrangements when identifying the household.

Secondly, identify the head of each household by asking, "Who is the head of each household?" It is important that the head of the household be identified at this early stage as it is this individual who is usually the chief respondent. If the head is absent, ask for the next knowledgeable member of the household bearing in mind that this person must be competent to provide the responses. Also remember that information on the head of household (who in this latter case is not around at the time of the interview) is required as well.

The enumerator is required to write the full name of head of household i.e. first name(s) and surname. Record the first name and initial for the surname for all those who share the same surname with the head of household otherwise record full names.

Define **“A household”** as a group of persons who usually live and eat together, whether or not they are related by blood or marriage, and they should acknowledge one person whether male or female as the head of the household. Households can either be one-person or multi-person. If two or more groups of persons live in the same dwelling unit but have separate living and eating arrangements, they should be treated as separate households.

Define **“head of household”** as that usual member of the household who manages the day to day running of the household activities and its members and is regarded as such by other usual members of the household.

Please note that, as an example, a husband who works in town and his family is in the rural area and only comes home during the weekends is not considered a usual member of the household in the rural area.

Thirdly, identify all usual members of a single household before making any entries.

Fourthly, explain to the head of household that you want information on all usual members

After listing the household members complete questions 3 to 5 column-wise. The rest should be completed row-wise.

The order of listing should be as follows:

- head, spouse, unmarried children;
- married children, their spouses and children;
- other relatives of head;
- not-related

**Please note that the full name of the head of household should be entered on the first row, as person number “1”**

Check the above information by reading out the names you have written down and then by asking the head of household if the list is correct. It is imperative to thoroughly probe the respondent to make sure that the correct enumeration status of each person, in the household, is recorded.

If the household has more than ten members continue listing on another questionnaire.

### **Q3: Relationship to Head of Household**

#### **Ask "What is (name)'s relationship to the head of household?"**

This question should be completed as you enter the names of the persons. Enumerators are urged to probe for the exact biological relationship between the listed members and the head of the household.

Remember here that the relationship is to the head of household not chief respondent in cases where a chief respondent is not the head of household.

*Circle the appropriate response code.*

**Note:** Adopted and step children as well as parents-in-law are included under "Other relative" category. Where several persons who are not related by blood or marriage constitute a household e.g. in urban areas code the first person as the head and the rest as "Not related".

### **Q4: Sex**

#### **Ask "Is (name) male or female?"**

Circle the correct response code , "1" for male or "2" for female.

Gender statistics are derived from this question; therefore it is important to ensure that it is completed appropriately. If the person is present you can observe the sex without necessarily asking the question but avoid inferring the sex of the person from names as there are unisex names e.g. Chipso, Tapiwa, Siphso, Nhlanhla, Hillary, Blessing, Nyasha, Taurai, etc. Check the information provided for babies and infants, preferably from the mothers. Also, you will not

know the sex of a baby carried on its mother's back in which case you have to ask and not to assume.

*Ensure that the spouse's sex is compatible with the relationship to the head of household.*

**Note** : Same sex marriages are unique. Record existence of such relationships.

**Q5: Ask "How old was (name) on his/her last birthday?"**

The other option is to obtain the date of birth and calculate the completed years. Entries should be made in completed years as follows:

- "00" for children less than one year;
- actual ages for those aged 1-97 years;
- "98" for those aged 98 years and above;

Age is one of the most important variables as almost all analysis of data depends on the respondents' ages, e.g. internet use calculated by age group, educational levels, etc. Age should be stated in completed years. Be careful not to round-up ages to the next birthday, e.g. the age of a child who is four years and eleven months should be recorded as 04 and not 05.

It might be possible to relate the age of the person to that of someone else in the household whose age is reliably known.

If probing does not help, you may have to estimate the age as a last resort when all other options have failed. Avoid the use of identity cards as a means of estimating a person's age because, more often than not, if a person does not know when she or he was born, the age on the identity card is likely to be wrong as well.

**SECTION C: HIGHEST EDUCATIONAL LEVEL, LABOUR FORCE STATUS AND OCCUPATION**

**To complete Q6, copy records from Q2 and Q5 on page 2 Section B.**

**Q6 Highest level of education completed (For persons aged 3 years and above)**

**Ask "What is (name)'s highest level of education completed?"**

The outcome of attendance does not matter, i.e. whether someone passed or failed. The education level is not necessarily an outcome of formal schooling. Enter **N/A** for those less than 3 years and **88** for Never attended.

The educational system in Zimbabwe has undergone periodic changes. At one time primary education lasted eight years then later changed to seven years. There was once the F2 system which went up to Grade 11 (eleven) in secondary school. All these systems should, of necessity, be made to conform to the system currently in use. Furthermore, if a respondent was educated outside Zimbabwe, probe so as to find his/her level of education and its equivalence in Zimbabwe.

Some equivalence between the old and new systems of education in Zimbabwe and the applicable codes are shown in the table below:

Level of Education	Other Levels	Equivalence	Code
ECD			00
Primary	Sub A	Grade 1	01
	Sub B	" 2	02
	Standard 1	" 3	03
	" 2	" 4	04
	" 3	" 5	05
	" 4	" 6	06
	" 5/6	" 7	07
Secondary	Grade 8	Form 1	11
	" 9	" 2	12
	" 10	" 3	13
	" 11	" 4	14
	'M' Level	" 5	15

## Q8 LABOUR (For persons 15 years and above)

In *(name)*'s main job in the last 3 months what was he/she?

*Circle the appropriate response code*

A job is normally defined as a set of related tasks and activities that a person carries out for payment in cash or in kind, for profit or family gain. Three criteria can be useful to distinguish between jobs: (i) different status in employment; (ii) different employers; and (iii) differences in activity.

If a person has more than one job, the main job is the one where a person normally spends most of his or her working time (or is expected to do so under his or her work contract). This means that even when the respondent actually spent very little time (or in fact no time) in the main job during the past 3 months, it still remains the main job as long as the person normally spends more hours in this job (or should have done so under his or her work contract). This situation can arise, for example, for employees who have been on leave or not gone to work in the past seven days due to lack of transport or the temporary closure of their workplace. If a respondent is a full-time wage employee, this should thus always be recorded as the first job and any other activities as the secondary job.

**Note :** If a person has only one job, it is automatically the main job. This holds true even when a respondent thinks she or he does not have a main job because the tasks and activities she or he carries out are considered as unimportant by the respondent. Recall that a job is defined as any set of tasks and activities that are carried out by a person.

1. *Paid employee- permanent:* Means an employee other than a seasonal or contract worker who is employed on a monthly or weekly basis, having first satisfactorily completed a one-month probation period on a daily notice basis. Such employees generally enjoy benefits such as vacation leave, pension, annual bonus, etc. Note that the one month probation period does not apply to some permanent workers e.g., shopkeepers, gardeners, and housemaids.
2. *Paid employee-casual/temporary/contract/seasonal:* Non-permanent paid employees.

3. *Member of producer co-operative* are workers who hold a “self-employment” job in a co-operative producing goods and services, in which each member takes part on an equal footing with other members in determining the organization of production, sales and/or other work of the cooperative, the investments and the distribution of the proceeds of the cooperative amongst their members.

**Note** : Persons employed by producers’ cooperatives are not to be classified as members but as employees

4. *Employer*: A person who operates his or her own economic enterprise or engages independently in a profession or trade and continuously hires one or more employees. **It should be emphasized that if one is employing a domestic worker s/he is not an employer since the household is not an economic enterprise.** However a housewife who is continuously employing someone to sell e.g. freezits, sweets, airtime, vegetables, etc., to make some profit is considered an employer.
5. *Own account worker, (communal, resettlement & peri-urban farmer)*: These operate their own enterprises, e.g. crop farming ,market gardening, keeping livestock and working for profit or own consumption. It should be emphasized that both the head of household and spouse as well as their children are considered communal, resettlement or peri-urban farmers. If another member of the household cultivate his/her own piece of land then he/she becomes a communal, resettlement or peri-urban farmer. Own account workers can employ other workers without being classified as employers, as long as they do so on a non-continuous basis e.g. to help with the harvest or planting.
6. *Own account worker (Other)*: *These are* workers who operate their own economic enterprise, e.g. tuck shops, carpentry shops, welding shop and work for profit or own consumption. They can employ other workers as occasional helpers on a non-continuous basis. Whenever an own-account worker continuously employs at least one employee, she/he is classified as an employer. Please note that prostitution and all other economic activities (regardless of whether they are legal or not) can also fall under this category. However, theft and begging are excluded since they do not qualify as economic activities.
7. *Unpaid contributing family worker*: Contributing family workers refer to those members of the household who work without pay in a market-oriented enterprise that is operated by the household but cannot be regarded as partners because their degree of commitment is not

at the level comparable to the head of establishment. Note that the definition only refers to 'market-oriented enterprises', i.e. those enterprises that provide goods or services that are provided for payment in cash or in kind to other people e.g. a family shop, vehicle-repair enterprise. Communal, resettlement and peri-urban farmers generally do not operate a market-oriented enterprise but primarily produce for their own consumption. Therefore, all family members who are engaged in farming should be classified as own account workers (communal, resettlement & peri-urban farmer) and not as contributing family workers.

8. *Student*: Refers to all classes of students.

9. *Household workers*

10. *Unemployed*

**Note : If response code is 4,5,6,7,8,9 or 10 Go to Section D, Question 9**

**Q8 Ask “What kind of economic activity is (*name*) engaged in?”**

*Economic Activity*: This refers to the productive activity carried out at the place where one works. The productive activity is that which leads to the production of goods and services at an establishment level.

Give description in two or more words, e.g.

“Tobacco processing”

“Gold mining”

“Cement manufacturing”

“Tax administration”

“Street vending”

Please note that “name” here refers to the person concerned. For communal and resettlement farmers write “communal farming and resettlement farming”, respectively, in the space provided. Please note that “domestic services” only apply to paid domestic workers (e.g. gardener, child-minder or housemaid) who work in a household. Domestic services that are performed in one’s own household without pay (e.g. washing clothing, cleaning the yard or cooking food) are not an economic activity. Therefore, only those activities that qualify as economic activities should be noted down, e.g. communal farming, fishing or collecting firewood.

## SECTION D: ELECTRICITY ACCESS

**Q10 Ask “Does the dwelling unit in which this household resides have access to electricity?”**

*Circle the appropriate response code*

- a. *This question is asked of all in-scope households.*
- b. *Electricity access may be by a grid/mains connection, or from power generated locally (including at the dwelling). Local power includes electricity generated by a fuel-powered generator, or from renewable resources such as wind, water or solar. It excludes sole use of energy storage devices, such as batteries (though these may be used to store electricity from other sources).*

### **Interviewer instruction**

*Where the interview occurs at the household dwelling, the presence of electricity may be directly observable by the interviewer, but ensure that it is connected and in working order.*

## SECTION E: Household Access to Information and Communication Technology (ICT)

1. The core list of indicators was formally released by the *Partnership on Measuring ICT for Development* in 2005 as *Core ICT Indicators (Partnership, 2005)*. The list was revised in 2013 at the International Telecommunication Union (ITU) Expert Group on ICT Household indicators (EGH) meeting held in Brazil, to improve international comparability and relevance (*Partnership, 2013*). With respect to household access and individual use indicators, most of the changes in 2013 were amendments to concepts and definitions; other changes were made to response categories of some indicators such as location of use, Internet activities, and means of Internet access and frequency of use.
2. There are 16 ICT household core access and use indicators plus one household reference indicator. The main purpose of the core list is to assist countries to produce

high quality and internationally comparable ICT household statistics. The indicators have associated standards and metadata including definitions, model questions, classificatory variables, scope and statistical units.

3. To simplify understanding of the questionnaire, the indicators are separated into the **access indicators** applying at the household level and the **use indicators** applying to individuals. Of the 16 core indicators – nine are on household access and seven are on the use of ICTs by individuals. Note it is important to appreciate the difference between ICT access and use indicators. Access is defined as the opportunity to make use of ICTs within the home (technology, knowledge and information). Use refers to use of ICTs by one or more individuals of the household, whether at home or elsewhere.
4. Indicators Q15-Q24 refer to access of the household to ICT equipment/devices and services at home, not to the use of those products by individual household members. In order for a household to have access to ICT equipment or services, it should be able to be used, that is, the equipment, software and services should be in working condition. While ICT access will usually be associated with ownership of ICT equipment or payment for ICT service, ownership or payment is not a necessary condition for access. However, the access has to be based at home; for example, if a member of a household uses the Internet outside the home, it is not household access to the Internet.

**Q10 Ask “What is the distance of the dwelling unit in which the household resides to the nearest Post Office in kilometers?”**

The distance ranges (in kilometers) are strictly from 0 to less than 5km (**0<5**) km, 5 to less than 10km (**5<10**) km, 10 to less than 15kms (**10<15**) km, 15 to less than 20km (**15<20**) km and **20km and above**.

This is an infrastructure and services question asking whether the household has access to postal services and the distance to the nearest Post Office.

*Circle the appropriate distance range code.*

**Q11 Ask “Did the household use postal services (ZIMPOST) to send mail/ documents during the last 3 months?”**

**If “No” go to Question 13**

**Postal services** are transmission of letters, packages, periodicals and related services. Postal services ensure that postal items are delivered. A postal item refers to anything dispatched by postal services such as letter post, parcel post, money orders, etc.

**Letter post items** are defined as priority items and non-priority items weighing up to 2kgs. Letters, post cards, printed papers, small packets weighing up to 2kgs and literature for the blind weighing up to 7kgs

**Q12 Ask “How often did the household use postal services during the last 3 months?”**

*Circle the appropriate response code.*

The response categories are:

- 1 Daily
- 2 Weekly
- 3 Monthly
- 4 About once in 3 months

**Q13 Ask “Did the household use courier services to send mail /documents during the last 3 months?”**

**If “No” go to Q15**

*Courier services are express delivery services which include time definite delivery. Thus courier services are fast, door-to-door and have pick-up and delivery services of high-value goods or urgently needed documents.*

*Circle the appropriate code.*

**Q14 Ask “How often did the household use courier services during the last 3 months?”**

*Circle the appropriate response code.*

The response categories are:

- 1 Daily
- 2 Weekly
- 3 Monthly
- 4 About once in 3 months

*Circle the appropriate code.*

**Q15 (a) Ask “Does this household have access to a radio at home?” (A conventional stand-alone device)**

**Q15 (b) Ask “Does this household have access to a radio at home?” (Integrated with another device such as audio player, mobile phone etc.)**

**Q15 (c) Ask “Does this household have access to a radio at home?” (Online over the internet)**

*Circle the appropriate code.*

- a. *This question is asked of all in-scope households.*
- b. *A radio is defined as a device capable of receiving broadcast radio signals, using common frequencies, such as FM, AM, LW and SW. A radio may be a stand-alone device, or it may be integrated with another device, such as an alarm clock, an audio player, a mobile phone or a computer.*

*“Household with a radio” means that the radio is generally available for use by all members of the household at any time, regardless of whether it is actually used. The radio may or may not be owned by the household, but should be considered a household asset. In order for a household to have access to a radio, it should be able to be used, that is, equipment is in working condition.*

**Q16 (a) Ask “Does this household have access to a television at home?” (A conventional stand-alone device)**

**Q16 (b) Ask “Does this household have access to a television at home?” (Integrated with another device such as a computer.)**

**Q16 (c) Ask “Does this household have access to a television at home?” (Online, over the internet)**

*Circle the appropriate response code.*

- a. *This question is asked of all in-scope households.*

b. A TV (television) is a device capable of receiving broadcast television signals, using popular access means such as over-the-air, cable and satellite. A television set is typically a standalone device, but it may also be integrated with another device, such as a computer or a mobile telephone.

“Household with a TV” means that the TV is generally available for use by all members of the household at any time, regardless of whether it is actually used. The TV may or may not be owned by the household, but should be considered a household asset. In order for a household to have access to a TV, it should be able to be used, that is, equipment is in working condition.

**Interviewer instructions**

The interviewer could check for the presence of a TV aerial, Satellite dish or a TV set if the interview takes place at the household’s residence.

**Q17 Ask “Does this household have access to the following television services at home?”**

- 1 Direct-to-home satellite services, e.g. DStv, Wiztec, Philibao, etc.**
- 2 Digital/Analogue terrestrial TV. e.g. ZTV**

**1 Direct to home satellite services:** TV services received via a satellite dish capable of receiving satellite television broadcasts includes DStv. In Zimbabwe this also includes accessing TV via WIZTECH, Philibao decoders

**2 Digital Terrestrial TV:** The technological evolution from analogue terrestrial television, providing capability for significantly more channels. The TV signals are transmitted over the air or by radio waves and received by a TV antenna attached to the TV. This includes the Zimbabwe Broadcasting Corporation (ZBC-ZTV) services.

**Circle the appropriate response code.**

*This question is asked to all in-scope households.*

**Interviewer instructions**

The interviewer could check for the presence of a TV aerial, Satellite dish or a TV set if the interview takes place at the household’s residence.

**Q18 Ask “Does this household have a fixed telephone line at home?”**

Circle the appropriate code.

- a. This question is asked of all in-scope households.
- b. A fixed telephone line refers to a telephone line connecting a customer's terminal equipment (e.g. telephone set, facsimile machine) to the public switched telephone network (PSTN) and which has a dedicated port on a telephone exchange.
- c. The equipment should be in working order.

### **Interviewer instructions**

The interviewer could possibly check for the presence of a fixed line telephone if the respondent is not sure (if the interview takes place at the household's residence).

### **Q19 Ask "Does any member of this household have a mobile telephone at home?"**

Circle the appropriate response code.

- a. This question is asked of all in-scope households.
- b. At home means that the mobile telephone can be used by members of the household, though it is not restricted to home use.
- c. A mobile (cellular) telephone refers to a portable telephone subscribing to a public mobile telephone service using cellular technology, which provides access to the PSTN. This includes analogue and digital cellular systems, as well as IMT-2000 (3G) and IMT-Advanced. Users of both post-paid subscriptions and pre-paid accounts are included.

"Household with a mobile phone" means that the mobile phone is generally available for use by all members of the household at any time, regardless of whether it is actually used. The mobile phone may or may not be owned by the household but should be considered a household asset. (As has traditionally been the case for fixed telephone).

A household can be considered as having access to a mobile phone when it is able to receive and make calls from within the house at all times. Countries may adapt this depending on the situation (for example, in remote or rural areas, the garden of the house can be considered part of the house in order to receive the signal).

In order for a household to have access to a mobile phone, it should be able to be used, that is, equipment is in working condition.

### **Q20 Ask "Does any member of this household have any of the following computer items at home, regardless of whether it is being used or not?"**

Circle the appropriate response code. (Allow multiple responses)

- a. *This question is asked to all in-scope households.*
- b. *A computer refers to a desktop, a laptop (portable) computer or a tablet (or similar handheld computer)*
- **Desktop:** *a computer that usually remains fixed in one place; normally the user is placed in front of it, behind the keyboard.*
  - **Laptop (portable) computer:** *a computer that is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld computers.*
  - **Tablet (or similar handheld computer):** *a tablet is a computer that is integrated into a flat touch screen, operated by touching the screen rather than (or as well as) using a physical keyboard*

**Note :** *It does not include equipment with some embedded computing abilities, such as smart TV sets, and devices with telephony as a main function, such as mobile or smart phones.*

*“Household with a computer” means that the computer is generally available for use by all members of the household at any-time, regardless of whether it is actually used. The computer may or may not be owned by the household, but should be considered a household asset. In order for a household to have access to a computer, it should be able to be used, that is, equipment is in working condition.*

### **Interviewer instructions**

*The interviewer could possibly check for the presence of a computer (e.g. a desktop PC) if the interview takes place at the household’s residence.*

**Q21 Ask “Does any member of this household have Internet access at home, regardless of whether it is being used or not?”**

*Circle the appropriate response code.*

**If “No” Go to 23**

- a. *This question is asked to all in-scope households.*
- b. *The Internet is a world-wide public computer network. It provides access to a number of communication services including the World Wide Web and carries email, news,*

entertainment and data files, irrespective of the device used ( not assumed to be only via a computer – it may also be by mobile telephone, tablet, PDA, games machine, digital TV etc.).

c. Access can be via a fixed or mobile network.

“Household with Internet access” means that the Internet is generally available for use by all members of the household at any time, regardless of whether it is actually used. The connection and devices may or may not be owned by the household but should be considered household assets

### **Interviewer instructions**

The interviewer may be able to check for the presence of some kinds of Internet connection (e.g. a modem connection) if the respondent is not sure (if the interview takes place at the household’s residence).

### **Q22 Ask “What type/s of Internet connection do you use to access Internet at home?”**

Circle the appropriate response code (Allow multiple responses)

The broad types of internet services to be identified are the following:

- **Fixed (wired) Narrowband network:** Includes analogue modem (Dial-up via standard telephone line), ISDN (Integrated Services Digital Network), DSL (Digital Subscriber Line) at advertised download speed of less than 256Kbit/s.  
**Mobile Narrowband:** Includes mobile phone and other forms of access with an advertised download speed of less than 256 Kbit/s (including CDMA 1x, GPRS, EDGE), e.g. WhatsApp
- **Fixed (wired) Broadband network:** Refers to technologies at advertised download speeds of at least 256 Kbits/s speeds such as cable modem, high speedleased lines, DSL, fibre-to-the home, power lines and other fixed (wired).)
- **Fixed (wireless) Broadband:** Includes technologies at speeds greater than or equal to 256 Kbit/s, in one or both directions, such as Satellite (e.g. VSAT), Wireless Area Network, WIMAX, Wi-Fi
- **Mobile Wireless broadband:** refers to mobile cellular networks with access to the Internet at speeds greater than or equal to 256 Kbit/s, in one or both directions, such

as Wideband CDMA (W-CDMA), Universal Mobile Telecommunications System (UMTS); High-speed Downlink Packet Access (HSDPA), complemented by High-Speed Uplink Packet Access (HSUPA); CDMA2000 1xEV-DO and CDMA 2000 1xEV-DV. Access can be via any device (handheld computer, laptop or mobile cellular telephone etc.) For instance, Mobile phone network (at least 3G, e.g. UMTS) via a handset, Mobile phone network (at least 3G, e.g. UMTS) via a card or USB key (e.g. integrated SIM card, Dongles), This question is asked of all in-scope households with access to the Internet at home.

- **Terrestrial fixed wireless:** refers to technologies at advertised download speeds of at least 256 Kbit/s, such as WiMAX, fixed CDMA
  - **Satellite broadband network:** (via a satellite connection), at advertised download speeds of at least 256 Kbit/s
  - **Mobile broadband network:** (at least 3G, e.g. UMTS) via a handset e.g., Whatss app.
  - **Mobile broadband network:** (at least 3G, e.g. UMTS) via a card (e.g. integrated SIM card in a computer) or USB modem
- a. Record all Internet access services used by the household (that is, allow multiple responses).
  - b. It is not necessary to explicitly present categories grouped into narrowband and broadband, but the question should be worded in a way that makes it easy for the interviewer and the respondent to differentiate between narrowband and broadband Internet access.
  - c. Where possible, use specific country examples for the two 'other' categories.
  - d. The Mobile broadband category can be split into several categories reflecting available country services.

Note that DSL services with an advertised download speed of less than 256Kbit/s are defined as narrowband. Where such services exist, they should be placed in a separate category to enable aggregation to total narrowband.

#### **GO to Question 24**

**Q23 Ask “What are the main reasons for the household not having Internet access at home?”**

*This question has several response categories, Allow multiple responses.*

*Circle the appropriate response code.*

*As households can have more than one barrier (reason for not having Internet), respondents should select all that apply.*

- Do not need the internet (not useful, not interesting, lack of local content)
- Have access to the Internet elsewhere
- Lack of confidence, knowledge or skills to use the Internet
- Cost of the equipment too high
- Cost of the service is too high
- Privacy or security concerns
- Internet service is not available in the area
- Internet service is available but it does not correspond to household needs (e.g. quality, speed)
- Cultural reasons (e.g. exposure to harmful content)
- Other specify

*Ask respondent to specify if s/he chooses “other” as a response category.*

**Q24 Ask “How much did the household spend on ICT services and equipment during the last 12 months”**

*Write the values in figures*

- Annual amount spent on ICT services (including fixed and mobile telephone, Internet, including in cybercafés, paid TV) **Value in US\$**
- Annual amount spent on ICT equipment (including desktop, laptop, tablet, mobile phones, e-book reader, MP3/4 players, etc.) **Value in US\$**

Information can be collected from household expenditure surveys or specific ICT surveys and can be collected with a reference period of the previous month or last quarter, to calculate annual values.

## SECTION F: INDIVIDUAL USES OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

### *THIS SECTION IS FOR INDIVIDUAL HOUSEHOLD MEMBERS*

#### **Q25 Has (*name*) used a mobile cellular telephone in the last 3 months?**

*Circle the appropriate response code.*

The question is asked to all individuals in the sample

Use of a mobile telephone does not necessarily mean that the telephone is owned or paid for by the individual but should be reasonably available through work, a friend or family member, etc. It excludes occasional use, for instance, borrowing a mobile telephone to make a call.

A mobile (cellular) telephone refers to a portable telephone subscribing to a public mobile telephone service using cellular technology, which provides access to the Public Switched Telephone Network (PSTN).

Users of both postpaid subscriptions and prepaid accounts are included.

#### **Q26 Have you used a computer from any location in the last 3 months?**

*Circle the appropriate response code.*

*The question is asked all individuals in the sample.*

A computer refers to a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer).

- **Desktop:** a computer that usually remains fixed in one place; normally the user is placed in front of it, behind the keyboard.
- **Laptop (portable) computer:** a computer that is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld computers.

- **Tablet (or similar handheld computer):** a tablet is a computer that is integrated into a flat touch screen, operated by touching the screen rather than (or as well as) using a physical keyboard.

It does not include equipment with some embedded computing abilities, such as smart TV sets, and devices with telephony as their primary function, such as smartphones.

**Q27 Ask “Which of the following computer-related activities have (name) carried out in the last 3 months?”**

*Circle Appropriate Code. (Allow multiple responses)*

Computer-related activities to measure ICT skills are as follows:

1. Copying or moving a file or folder
2. Using copy and paste tools to duplicate or move information within a document
3. Accessing the internet e.g. sending e-mails with attached files (document, picture, video)
4. Using basic arithmetic formulas in a spreadsheet
5. Connecting and installing new devices (e.g. a modem, camera, printer)
6. Finding, downloading, installing and configuring software
7. Creating electronic presentations with presentation software (e.g. slides) including text, images, sound, video or charts
8. Transferring files between computer and other devices
9. Writing a computer programme using a specialized programming language
10. E-learning
11. Playing games, streaming or downloading games, images, videos or music

Most individuals will have carried out more than one activity and therefore multiple responses are expected.

The tasks are broadly ordered from fewer complexes to more complex, although there is no requirement for a respondent to select simpler tasks before selecting a more complex task.

**Q28 Ask “Have you used the Internet from any location in the last 3 months?”**

*Circle the appropriate code.*

The question is asked all individuals in the sample.

The Internet is a worldwide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news,

entertainment and data files, irrespective of the device used (not assumed to be only via a computer – it may also be by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed or mobile network

**Q29 Ask “Where did you use the Internet from in the last 3 months?”**

*Circle the appropriate code.*

*The question is asked all individuals in the sample who used the Internet in the last 3 months.*

**Note:** *This question has several response categories, allow multiple responses.*

*The Internet is a worldwide public computer network. It provides access to a number of communication services including the*

*World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (not assumed to be only via a computer – it may also be by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed or mobile network, including wireless access at a Wi-Fi ‘hotspot’.*

*Access via a mobile device should be classified to the appropriate location or to ‘in mobility’ that is while mobile.*

*Locations of Internet use are defined as follows:*

- **Home**
- **Work:** *where a person’s workplace is located at his/her home, then he/she would answer yes to the home category only*
- **Place of education:** *applies only to students – teachers and others who work at a place of education would report ‘work’ as the place of Internet use; where a place of education is also made available as a location for general community Internet use, such use should be reported in the Community Internet access facility category*

**Another person’s home:** *the home of a friend, relative or neighbour*

**Community Internet access facility (typically free of charge):** *Internet use at community facilities such as public libraries, publicly provided Internet kiosks, non-commercial tele-centres, digital community centres, post offices, other government agencies; access is typically free and available to the general public*

**Commercial Internet access facility (typically not free of charge):** *Internet use at publicly available commercial facilities such as Internet or cybercafés, hotels, airports etc., where access is typically paid for*

**In mobility:** *Use of the Internet while mobile, via a mobile cellular telephone (including devices with mobile telephone functionality) or other mobile access devices, for example, a laptop computer, tablet or other handheld device connected to a mobile phone network*

**Q30 Ask “How often did you typically use the Internet during the last 3 months (from any location)?”**

**Circle the appropriate code.**

Typically means on most days or a typical day/period, ignore weekends (if they only use the Internet at work) and breaks such as holidays.

*The question is asked all individuals in the sample who used the Internet in the last 3 months.*

*Frequency of use categories are as follows:*

- *Daily*
- *Weekly*
- *Monthly*

**Q32 Ask “For which of the following activities did you use the Internet for private purposes in the last 3 months (from any location)”**

**Note:** *This question has thirty response categories,*

*Circle the appropriate code (Allow multiple responses)*

1. Getting information about goods or services
2. Seeking health information (on injury, disease, nutrition etc.)
3. Making an appointment with a health practitioner via a website
4. Getting information from general government organizations
5. Interacting with general government organizations (downloading/requesting forms, completing/lodging forms online, making online payments and purchasing from government organization etc.)
6. Sending or receiving e-mail
7. Telephoning over the Internet/VoIP (using Skype, iTalk etc.; includes video calls via webcam)
8. Participating in social networks (creating user profile, posting messages, or other contributions to Facebook, Twitter, etc.)
9. Accessing chat sites, blogs, newsgroups or online discussions ( WhatsApp, Nimbuzz)

10. Purchasing or ordering goods or services (purchase orders placed via the internet whether or not payment was made online; excludes that were cancelled or not completed; includes purchasing of products such as music, travel and accommodation via the internet.)
11. Selling of goods or services (e.g. eBay, Mercado-libre, Facebook, Amazon)
12. Using services related to travel or travel-related accommodation
13. Internet banking ( includes electronic transaction with a bank for payment, transfers, etc. or for looking up account information; excludes electronic transactions via the internet for other types of financial services such as share purchases, financial services and insurance)
14. Doing a formal online course (in any subject)e.g. E-learning
15. Consult wikis (Wikipedia), online encyclopedias or other websites for formal learning purposes
16. Listening to web radio either paid or free of charge e.g. Zifm Stereo Online
17. Watching web television either paid or free of charge
18. Streaming or downloading images, videos or music; playing or downloading games (either paid or free of charge)e.g. Using UTorrent
19. Downloading software or applications (includes patches and upgrades, either paid or free of charge)
20. Reading or downloading on-line newspapers or magazines, electronic books (includes accessing news websites, either paid or free of charge; includes subscription to online news services)
21. Looking for a job or sending/submitting a job application (searching specific websites for a job; sending/ submitting an application online)
22. Participating in professional networks (professional networks are also seen in the broader context of social networking and have the same requirement of profile creation, contributing through messaging or chat, or uploading text or audio visual content files; e.g. of professional or business networks are LinkedIn, Xing, etc.
23. Managing personal/own homepage
24. Uploading self/user-created content to a website to be shared(text, images, photos, videos, music, software, etc.)
25. Blogging (maintaining or adding content to a blog)
26. Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.) that may be created by any individual or organizations
27. Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition, etc.)

28. Using storage space on the Internet to save documents, pictures, music, video, other files (e.g. Google Drive, Drop box, Windows SkyDrive, iCloud, Amazon Cloud Drive)
29. Using software run over the Internet for editing text documents, spreadsheets or presentations (e.g. Google Docs, Office 365)
30. Sending or receiving money, e.g. Ecocash, One wallet, Skwama, mukuru.com, Textacash, etc.

**Q33 Ask “Did (name) experience any of the following security incidents when using the internet in the last 3 months?”**

*Circle the appropriate code (Allow multiple responses).*

1. Attacked by a virus or other computer infection (e.g. worm or Trojan horse) resulting to loss of information, time or damage of device
2. Abuse of personal information sent on the Internet and/or other privacy violations (e.g. abuse of pictures, videos, personal data uploaded on community websites)
3. Financial loss as a result of receiving fraudulent messages (phishing) or getting redirected to fake websites asking for personal information (pharming)
4. Financial loss due to fraudulent payment (credit or debit) card use
5. SPAM. Receiving unsolicited messages
6. Other specify .....

**Q34 Ask “What are the reasons why (name) did not use the Internet in the last 3 months?”**

**Note:** *This question has several response categories, allow multiple responses.*

*Ask respondent to specify if s/he chooses “other” as a response category. Comments can be made at the bottom part of the questionnaire.*

**CONFIDENTIAL**

**APPENDIX 1**



**SECTION A: IDENTIFICATION**

Province	District	Ward	Sector	E.A. Number	HH. Number	Month	Year

Reset. Area Code

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**SECTION B: HOUSEHOLD CHARACTERISTICS**

1	2	3	4	5			6
<b>P E R S O N N O</b>	<b>Names of household members</b> (starting with the head of household)  <i>Include usual members who are temporarily absent.</i>  <i>Note that visitors are not usual members</i>	<b>What is the relationship of (name) to the head of house-hold?</b>  <i>Circle the appropriate code</i> 1Head 2Spouse 3Son/Daughter 4 Brother/Sister 5Nephew/Niece / Cousin 6Grand Child 7Parent 8Other relative 9 Not related 0Don't know	<b>Is (name) male or female?</b>  <i>Circle the appropriate code</i> 1Male 2 Female	<b>What is(name's) date of birth?</b>  <i>Enter day, month and year</i>			<b>How old was(name) on his or her last birthday?</b>  <i>Record age in completed years ("00" for children less than 1 year).</i>
	<b>Name</b>	<b>Relationship</b>	<b>Sex</b>	<b>Day</b>	<b>Month</b>	<b>Year</b>	<b>Age</b>
	01	1 2 3 4 5 6 7 8 9 0	1 2				
	02	1 2 3 4 5 6 7 8 9 0	1 2				
	03	1 2 3 4 5 6 7 8 9 0	1 2				
	04	1 2 3 4 5 6 7 8 9 0	1 2				
	05	1 2 3 4 5 6 7 8 9 0	1 2				
	06	1 2 3 4 5 6 7 8 9 0	1 2				
	07	1 2 3 4 5 6 7 8 9 0	1 2				
	08	1 2 3 4 5 6 7 8 9 0	1 2				
09	1 2 3 4 5 6 7 8 9 0	1 2					
10	1 2 3 4 5 6 7 8 9 0	1 2					

- Probe for additional household members especially those who may not be family members (e.g. servants and friends) but usually stay with the household

## SECTION C: EDUCATION AND LABOUR FORCE

PERSON NO			EDUCATION ED FOR MEMBERS AGED 3 YEARS AND ABOVE	LABOURFORCE LFS FOR MEMBERS AGED 15 YEARS AND ABOVE	OCCUPATION OCC
	1	2	6	7	8
PERSON NO	(Copy names and age from Q2 and Q6)		<b>What is (name's) highest level of education completed?</b>  <i>(Record the appropriate level from the educational codes below)</i>  88. None 00. Early Childhood Development (ECD) 01-07 Grade 1-7 11-16 Form 1-6 20. Diploma/ Certificate after Primary 21. Diploma/ Certificate after Secondary 22. Graduate/ Postgraduate	<b>In (name's) main job in the last 3 months what was he/she?</b>  <i>Circle the appropriate code</i>  1 Paid employee permanent 2 Paid employee casual/temporary/ contract/seasonal. 3 Employer 4 Own account worker (communal, 5 Resettlement & peri-urban farmer 6 Own account worker 7 Contributing family worker 8 Student	<b>Describe (name's) activity of main occupation during the last 3 months.</b>  <i>e.g. Street vending, Primary school teaching, Hair cutting</i>
	Name	Age	Level of Education	Main Job	Activity in Main Job
01				1 2 3 4 5 6 7 8	
02				1 2 3 4 5 6 7 8	
03				1 2 3 4 5 6 7 8	
04				1 2 3 4 5 6 7 8	
05				1 2 3 4 5 6 7 8	
06				1 2 3 4 5 6 7 8	
07				1 2 3 4 5 6 7 8	
08				1 2 3 4 5 6 7 8	
09				1 2 3 4 5 6 7 8	
10				1 2 3 4 5 6 7 8	

## SECTION D: ELECTRICITY ACCESS

10	<p><b>Does the dwelling unit in which this household resides have access to electricity?</b>  <i>Circle appropriate code</i></p>	<p>Yes..... 1</p> <p>No..... 2</p>
	<p>c. <i>This question is asked of all in-scope households.</i></p> <p>d. <i>Electricity access may be by a grid/mains connection, or from power generated locally (including at the dwelling). Local power includes electricity generated by a fuel-powered generator, or from renewable resources such as wind, water or solar. It excludes sole use of energy storage devices, such as batteries (though these may be used to store electricity from other sources).</i></p> <p><b>Interviewer instruction</b></p> <p><i>Where the interview occurs at the household dwelling, the presence of electricity may be directly observable by the interviewer, in which case the question does not need to be asked.</i></p>	

## SECTION E. HOUSEHOLD ACCESS TO INFORMATION AND COMMUNICATION TECHNOLOGY

11	<p><b>What is the distance of the household to the nearest Post Office in kilometres?</b>  <i>Circle the appropriate code.</i></p>	<p>0 &lt; 5 ..... 1</p> <p>5 &lt;10 ..... 2</p> <p>10 &lt;15 ..... 3</p> <p>15 &lt; 20 ..... 4</p> <p>20 and above..... 5</p>

12	<p><b>Did the household use postal services (ZIMPOST) to send mail/ documents during the last 3 months?</b> <i>If no go to Q14</i></p>	<p>Yes.....1</p> <p>No..... 2</p>
	<p><i>Postal services are transmission of letters, packages, periodicals and related services. Postal services ensure that postal items are delivered. A postal item refers to anything dispatched by postal services such as letter post, parcel post, money orders, etc.</i></p> <p><i>Letter post items are defined as priority items and non-priority items weighing up to 2kgs.letters, post cards, printed papers, small packets weighing up to 2kgs and literature for the blind weighing up to 7kgs.</i></p>	

13	<p><b>How often did the household use postal services during the last 3 months?</b></p>	<p>Never..... 1</p> <p>Less than once a month..... 2</p> <p>About once a month..... 3</p> <p>Weekly..... 4</p> <p>Daily ..... 5</p>

14	<p><b>Did the household use courier services to send mail /documents during the last 3 months?</b><i>If no go to Q16</i></p>	<p>Yes.....1</p> <p>No..... 2</p>
	<p><i>Courier services are express delivery services which include time definite delivery. Thus courier services are fast, door-to-door and have pick-up and delivery services of high-value goods or urgently needed documents.</i></p>	

15	How often did the household use courier services during the last 3 months?	Never..... 1
		Less than once a month... 2
		About once a month..... 3
		Weekly..... 4
		Daily ..... 5

16(a)	Does this household have access to a radio at home? (a conventional stand-alone device)	Yes..... 1
		No..... 2

16(b)	Does this household have access to a radio at home?(Integrated with another device such as audio player, mobile phone etc.)	Yes..... 1
		No..... 2

16(c)	Does this household have access to a radio at home?(online, over the internet.)	Yes..... 1
		No..... 2

c. This question is asked of all in-scope households.

d. A radio is defined as a device capable of receiving broadcast radio signals, using common frequencies, such as FM, AM, LW and SW. A radio may be a stand-alone device, or it may be integrated with another device, such as an alarm clock, an audio player, a mobile phone or a computer.

“Household with a radio” means that the radio is available for use of any member of the household at any time. The radio can be owned or not by the household. In order for a household to have access to a radio, it should be able to be used, that is, equipment is in working condition.

**Interviewer instructions**

The interviewer should probe a 'no' response to this question if the response to Q17 is 'yes'.

17(a)	Does this household have access to a television at home?(a conventional stand-alone device)	Yes..... 1
		No..... 2

17(b)	Does this household have access to a television at home?(Integrated with another device such as a computer.)	Yes..... 1
		No..... 2

17(c)	Does this household have access to a television at home?(Online, over the internet.)	Yes..... 1
		No..... 2

c. This question is asked of all in-scope households.

d. A TV (television) includes any device capable of receiving broadcast television signals, using popular access means such as over-the-air, cable and satellite. A television set is typically a standalone device, but it may also be integrated with another device, such as a computer or a mobile phone.

“Household with a TV” means that the TV is available for use of any member of the household at any time. The TV can be owned or not by the household. In order for a household to have access to a TV, it should be able to be used, that is, equipment is in working condition.

**Interviewer instructions**

The interviewer could check for the presence of a TV aerial or a TV set if the interview takes place at the household's residence.

18	<b>Households with multi-channel TV</b> <b>Does this household have access to the following television services at home?</b>	<b>Cable TV.....1</b>  <b>Direct-to-home satellite services .....2</b>
	<i>d. This question is asked of all in-scope households.</i> <b>Interviewer instructions</b> <i>The interviewer could check for the presence of a TV aerial or a TV set if the interview takes place at the household's residence.</i>	<b>Internet-protocol TV.....3</b>  <b>Digital terrestrial TV.....4</b>

19	<b>Does this household have a fixed line telephone at home?</b>	<b>Yes..... 1</b>  <b>No..... 2</b>
	<i>e. This question is asked of all in-scope households.</i> <i>f. A fixed telephone line refers to a telephone line connecting a customer's terminal equipment (e.g. telephone set, facsimile machine) to the public switched telephone network (PSTN) and which has a dedicated port on a telephone exchange.</i> <i>g. The equipment should be in working order.</i> <b>Interviewer instructions</b> <i>The interviewer could possibly check for the presence of a fixed line telephone if the respondent is not sure (if the interview takes place at the household's residence).</i>	

20	<b>Does any member of this household have a mobile telephone at home?</b>	<b>Yes..... 1</b>  <b>No..... 2</b>
	<i>d. This question is asked of all in-scope households.</i> <i>e. At home means that the mobile telephone can be used by members of the household, though it is not restricted to home use.</i> <i>f. A mobile (cellular) telephone refers to a portable telephone subscribing to a public mobile telephone service using cellular technology, which provides access to the PSTN. This includes analogue and digital cellular systems, as well as IMT-2000 (3G). Users of both post-paid subscriptions and pre-paid accounts are included.</i> <i>"Household with a mobile phone" means that the mobilephone is available for use of any member of the household at any time. The mobile phone can be owned or not by the household.</i> <i>A household can be considered as having access to a mobilephone when it is able to receive and make calls from within the house at all times. Countries may adapt this depending on the situation (for example, in remote or rural areas, the garden of the house can be considered part of the house in order to receive the signal).</i> <i>In order for a household to have access to a mobile phone, it should be able to be used, that is, equipment is in working condition.</i>	

21	<b>Does any member of this household have any of the following computer items at home, regardless of whether it is being used or not? Circle appropriate code. (Allow multiple responses)</b>		
	<b>Computer Item</b>	<b>Yes</b>	<b>No</b>
21(a)	Desktop	1	2
21(b)	Laptop (e.g. notebook, netbook, probook)	1	2
21(c)	Tablet (or similar handheld computer without phone facilities as a main function (e.g. iPad))	1	2
21(d)	PDA	1	2
21(e)		1	2
21(f)	<b>Other (Specify).....</b>	1	2

c. This question is asked of all in-scope households.

d. A computer refers to a desktop, a laptop computer or tablet or similar handheld computer. It does not include equipment with some embedded computing abilities, such as smart TV sets, and devices with telephony as a mainfunction, such as mobile or smart phones.

“Household with a computer” means that the computer is available for use of any member of the household at any time. The computer can be owned or not by the household. In order for a household to have access to a computer, it should be able to be used, that is, equipment is in working condition.

**Interviewer instructions**

The interviewer could possibly check for the presence of a computer (e.g. a desktop PC) if the interview takes place at the household’s residence.

22	<p><b>Does any member of this household have Internet access at home, regardless of whether it is being used or not? If no go to Q24</b></p>	Yes..... 1
		No..... 2
<p>d. This question is asked of all in-scope households.</p> <p>e. The Internet is a world-wide public computer network. It provides access to a number of communication services including the World Wide Web and carries email, news, entertainment and data files.</p> <p>f. Access may be by any device enabling Internet access (not only a computer). It may also be by mobile phone, PDA, games machine, digital TV etc. Access can be via a fixed or mobile network.</p> <p><b>Interviewer instructions</b></p> <p>The interviewer may be able to check for the presence of some kinds of Internet connection (e.g. a modem connection) if the respondent is not sure (if the interview takes place at the household’s residence).</p>		

23	<p><b>What type/s of Internet services are used for Internet access at home? Please circle the code relevant to your response. (Allow multiple responses)</b></p>			
<p><b>Fixed (wired) Narrowband:</b> Includes fixed phone and other forms of access with an advertised download speed of less than 256 kbit/s (including Dial Up, ISDN, DSL, WAP)</p>				
			<b>Yes</b>	<b>No</b>
23(a)	<p><b>Dial-up</b> Dial-up via standard telephone line; it requires that the modem dial a phone number when Internet access is needed.</p>	1	2	
23(b)	<p><b>ISDN</b> ISDN (Integrated Services Digital Network) turns a traditional telephone line into a higher speed digital link.</p>	1	2	
23(c)	<p><b>DSL</b> DSL (Digital Subscriber Line) includes ADSL, SDSL, VDSL and uses ordinary telephone lines.</p>	1	2	
23(d)	<p><b>Mobile Narrowband:</b> Includes mobile mobile phone and other forms of access with an advertised download speed of less than 256 kbit/s (including CDMA x Release 0, GPRS and mode</p> <p><b>Mobile Narrowband</b>(less than 3G, e.g. CDMA 1x, GPRS, EDGE)</p>	1	2	
<p><b>Fixed (wired) Broadband:</b> Includes technologies at speeds greater than or equal to 256 kbit/s, in one or both directions, such as leased lines, fibre-to-the home,</p>				
			<b>Yes</b>	<b>No</b>
23(e)	<p><b>Cable modem</b> A cable modem uses cable TV lines for connecting to the Internet.</p>	1	2	
23(f)	<p><b>DSL</b></p>	1	2	
23(g)	<p><b>Fibre-to-the-home/building</b></p>	1	2	
23(h)	<p><b>Other fixed (wired) broadband (specify).....</b></p>	1	2	

*Fixed (wireless) Broadband: Includes technologies at speeds greater than or equal to 256 kbit/s, in one or both directions, such as satellite, fixed wireless, Wireless Local Area Network and WiMAX.)*

		Yes	No
23(i)	<b>Satellite (eg VSAT)</b>	1	2
23(j)	<b>Terrestrial fixed wireless (e.g. WIMAX, WIFI (hotspots), microwave)</b>	1	2
23(k)	<b>Mobile Wireless broadband: Refers to mobile cellular networks with access to the Internet at speeds greater than or equal to 256 kbit/s, in one or both directions, such as Wideband CDMA (W-CDMA), Universal Mobile Telecommunications System (UMTS); High-speed Downlink Packet Access (HSDPA), complemented by High-Speed Uplink Packet Access (HSUPA); CDMA2000 1xEV-DO and CDMA 2000 1xEV-DV. Access can be via any device (handheld computer, laptop or mobile cellular telephone etc.).</b>  <b>Mobile phone network (at least 3G,e.g. UMTS) via a handset</b>	1	2
23(l)	<b>Mobile phone network (at least 3G,e.g. UMTS) via a card or USB key (e.g. integrated SIM card, dongles)</b>	1	2

- e. *This question is asked of all in-scope households with access to the Internet at home.*
- f. *Record all Internet access services used by the household (that is, allow multiple responses).*
- g. *It is not necessary to explicitly present categories grouped into narrowband and broadband, but the question should be worded in a way that makes it easy for the interviewer and the respondent to differentiate between narrowband and broadband Internet access.*
- h. *Where possible, use specific country examples for the two 'other' categories.*
- i. *The Mobile broadband category can be split into several categories reflecting available country services.*
- j. *Note that DSL services with an advertised download speed of less than 256kbit/s are defined as narrowband. Where such services exist, they should be placed in a separate category to enable aggregation to total narrowband.*

24	<b>What are the main reasons for the household not having Internet access at home?</b> <i>Please circle the code relevant to your response. (Allow multiple responses)</i>		
	Reason	Yes	No
24(a)	Don't need the internet (not useful, not interesting, lack of local content)	1	2
24(b)	Have access to the Internet elsewhere	1	2
24(c)	Lack of confidence, knowledge or skills to use the Internet	1	2
24(d)	Cost of equipment too high	1	2
24(e)	Cost of the service is too high	1	2
24(f)	Privacy or security concerns	1	2
24(g)	Internet service is not available in our area	1	2
24(h)	Internet service is available but it does not correspond to our needs (e.g. quality, speed)	1	2
24(i)	Cultural reasons (e.g. exposure to harmful content)	1	2
24(j)	Other specify .....	1	2

25	<b>Household ICT expenditure</b> <b>How much did the household spend on ICT services and equipment during the last 3 months?</b> <i>Please write values in figures</i>	
25(a)	Annual amount spent on ICT services (including fixed and mobile telephone, Internet, including in cybercafés, paid TV) <b>Value in US\$</b>	\$.....
25(b)	Annual amount spent on ICT equipment (including desktop, laptop, tablet, mobile phones, e-book reader, MP3/4 players, etc.) <b>Value in US\$</b>	\$.....

Information can be collected from household expenditure surveys or specific ICT surveys and can be collected with a reference period of the previous month or last quarter, to calculate annual values.



**SECTION F: INDIVIDUAL USES OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

1	2	26	27	28	29	30	31
<b>P E R S O N N O</b>	(Copy names from Q2)	<p><b>Have you used a mobile cellular telephone in the last 3 months?</b></p> <p><i>Circle Appropriate Code</i></p> <p>1 Yes 2 No</p>	<p><b>Have you used a computer from any location in the last 3 months?</b></p> <p><i>Circle Appropriate Code</i></p> <p>1 Yes 2 No</p>	<p><b>Which of the following computer-related activities have you carried out in the last 3 months?</b> <i>Circle Appropriate Code.(Allow multiple responses)</i></p> <p>1. Copying or moving a file or folder 2. Using copy and paste tools to duplicate or move information within a document 3. Sending e-mails with attached files (document, picture, video) 4. Using basic arithmetic formulas in a spreadsheet 5. Connecting and installing new devices (e.g. a modem, camera, printer) 6. Finding, downloading, installing and configuring software 7. Creating electronic presentations with presentation software (e.g. slides) including e.g. images, sound, video or charts 8. Transferring files between computer and other devices 9. Writing a computer programme using a specialized programming language</p>	<p><b>Have you used the internet from any location in the last 3 months?</b></p> <p><i>Circle Appropriate Code</i></p> <p>1 Yes 2 No</p> <p><i>If no go to Q34</i></p>	<p><b>Where did you use the Internet from in the last 3 months?</b> <i>Circle Appropriate Code.(Allow multiple responses)</i></p> <p>1 Home 2 Work 3 Place of education 4 Another person's home 5 Community Internet access facility (typically free of charge) 6 Commercial Internet access facility (typically paid) 7 In mobility (i.e. during a journey in bus, train etc)</p>	<p><b>How often did you typically use the Internet during the last 3 months (from any location)?</b></p> <p><i>Circle Appropriate Code</i></p> <p>1 Daily 2 Weekly 3 Monthly 4 Upon demand</p>
	<b>Name</b>	<b>Mobile Use</b>	<b>Computer Use</b>		<b>Internet Use</b>	<b>Place of Internet Use</b>	<b>Internet Typical Use</b>
01	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
02	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
03	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
04	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
05	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
06	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
07	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
08	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
09	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	
10	1 2	1 2	1 2 3 4 5 6 7 8 9	1 2	1 2 3 4 5 6 7 8	1 2 3 4	

**SECTION F: INDIVIDUAL USES OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)(Cont'd)**

<b>1</b>	<b>2</b>	<b>32</b>	<b>33</b>	<b>34</b>
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**SECTION F: INDIVIDUAL USES OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)(Cont'd)**

1	2	32	33	34
PERSON NO	(Copy names from Q2)	<p><b>For which of the following activities did you use the Internet for private purposes in the last 3 months (from any location)?</b></p> <p><i>Circle the appropriate code (Allow multiple responses).</i></p> <ol style="list-style-type: none"> <li>1 Getting information about goods or services</li> <li>2 Seeking health information (on injury, disease, nutrition etc.)</li> <li>3 Making an appointment with a health practitioner via a website</li> <li>4 Getting information from general government organizations</li> <li>5 Interacting with general government organizations</li> <li>6 Sending or receiving e-mail</li> <li>7 Telephoning over the Internet/VoIP</li> <li>8 Participating in social networks (creating user profile, posting messages, or other contributions to facebook, twitter, etc.</li> <li>9 Accessing chat sites, blogs, newsgroups or online discussions( egWhatsApp,Nimbuzz, Skype,GtalkBlackberry)</li> <li>10 Purchasing or ordering goods or services</li> <li>11 Selling of goods or services (e.g. eBay, facebook, Amazon)</li> <li>12 Using services related to travel or travel-related information</li> <li>13 Internet banking</li> <li>14 Doing a online course (in any subject) e-learning</li> <li>15 Consult wikis (Wikipedia), online encyclopedias or other websites for formal learning purposes</li> <li>16 Listening to web radio</li> <li>17 Playing/streaming or downloading games images, videos or music ( eg using utorrent)</li> <li>18 Downloading software and applications</li> <li>19 Reading or downloading on-line newspapers or magazines, electronic books</li> <li>20 Looking for a job or sending a job application</li> <li>21 Participating in professional networks (creating user profiles, posting messages or other contributions to LinkedIn, Xing, etc.</li> <li>22 Tele-working</li> <li>23 Managing personal/own homepage</li> <li>24 Uploading self/user-created context (text, images, photos, videos music, software, etc.) to any website to be shared</li> <li>25 Blogging (maintaining or adding content to a blog)</li> <li>26 Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.)</li> <li>27 Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition)</li> <li>28 Using storage space on the Internet to save documents, pictures, music, video, other files (e.g. Google Drive, Dropbox, Windows Skydrive, iCloud, Amazon Cloud Drive)</li> <li>29 Using software run over the Internet for editing text documents, spreadsheets or presentations (e.g. Google Docs, Office 365</li> <li>30 Sending or receiving money, e.g. .Ecocash, Textacash, one wallet,sikwama, mukuru.cometc</li> </ol>	<p><b>Did you experience any of the following security incidents when using the internet in the last 3 months?</b></p> <p><i>Circle the appropriate code (Allow multiple responses).</i></p> <ol style="list-style-type: none"> <li>1 Catching a virus or other computer infection (e.g. worm or Trojan horse) resulting to loss of information, time or damage of device</li> <li>2 Abuse of personal information sent on the Internet and/or other privacy violations (e.g. abuse of pictures, videos, personal data uploaded on community websites)</li> <li>3 Financial loss as a result of receiving fraudulent messages (phishing) or getting redirected to fake websites asking for personal information (pharming)</li> <li>4 Financial loss due to fraudulent payment (credit or debit) card use</li> <li>5 SPAM. Receiving unsolicited messages</li> <li>6 Other specify</li> </ol> <p>.....</p> <p>.....</p>	<p><b>What are the reasons why you did not use the Internet in the last 3 months?</b></p> <p><i>Circle the appropriate code (Allow multiple responses).</i></p> <ol style="list-style-type: none"> <li>1.Does not have a computer</li> <li>2. Does not know how to use a computer</li> <li>3. Internet cafes are far away</li> <li>4. Lack of Electricity</li> <li>5. Connection is too slow</li> <li>6. Concern about exposure to inappropriate or harmful content</li> <li>7. Not connected</li> <li>8. Other specify</li> </ol> <p>.....</p> <p>.....</p>

**SECTION F: INDIVIDUAL USES OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)(Cont'd)**

1	2	32	33	34
01		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
02		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
03		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
04		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
05		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
06		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
07		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
08		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
09		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8
10		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6	1 2 3 4 5 6 7 8

**END OF QUESTIONNAIRE**

**FOR OFFICIAL USE ONLY**

<b>START TIME:</b>	
<b>END TIME:</b>	
<b>RESULT OF HOUSEHOLD INTERVIEW:</b>	<b>COMPLETED</b> 1 <b>NOT AT HOME</b> 2 <b>REFUSED</b> 3 <b>HOUSEHOLD NOT FOUND / DESTROYED</b> 4 <b>OTHER (SPECIFY).....5</b>
<b>NAME OF INTERVIEWER:</b>	
<b>DATE:</b>	
<b>NAME OF TEAM LEADER:</b>	
<b>DATE:</b>	
<b>NAME OF SUPERVISOR:</b>	
<b>DATE:</b>	
<b>EDITED BY:</b>	
<b>DATE:</b>	
<b>DATA ENTRY CLERK:</b>	
<b>VERIFIER:</b>	
<b>FILED BY:</b>	

## Completion notes for questions 30, 31 and 32

<b>HH8 Location of individual use of the Internet in the last 3 months</b>	
<p>HH8 refers to the location of Internet use by in-scope individuals in the previous 3 months.</p> <p>Locations are defined per the response categories below. They are:</p> <ul style="list-style-type: none"> <li>• Home</li> <li>• Work</li> <li>• Place of education</li> <li>• Another person's home</li> <li>• Community Internet access facility (typically free of charge)</li> <li>• Commercial Internet access facility (typically paid)</li> <li>• In mobility (i.e. during a journey in bus, train etc.</li> </ul> <p>The Internet is a worldwide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files.</p> <p>The proportion of individuals who used the Internet at each location can be calculated as either the proportion of in scope individuals or the proportion of Internet users, using the Internet at each location. In either case, the result is then multiplied by 100 to be expressed as a percentage.</p>	
<b>Where did you use the Internet in the last 3 months? (select all that apply)</b>	
Home	
Work	Where a person's workplace is located at his/her home, then he/she would answer yes to the home category only.
Place of education	For students. Teachers (and others who work at a place of education) would report 'work' as the place of Internet use.  Where a place of education is also made available as a location for general community Internet use, such use should be reported in the Community Internet access facility category.
Another person's home	The home of a friend, relative or neighbour.
Community Internet access facility	For example, public libraries, publicly provided Internet kiosks, non-commercial telecentres, digital community centres, post offices, other government agencies; access is typically free and is available to the general public.
Commercial Internet access facility	For example, Internet or cybercafés, hotels and airports; access is typically paid (i.e. not free of charge).
In mobility (i.e. during a journey in bus, train etc	
<b>Explanatory notes</b>	
<p>Use of the Internet is not assumed to be only via a computer — it may also be by mobile phone, PDA, games machine, digital TV etc. Except for mobile Internet use, the locations are associated with the equipment used e.g. a PC installed at work or at an Internet café.</p> <p>Individuals should be asked about all locations of Internet use (that is, the survey question used by countries should specify multiple responses). In cases where countries ask about the main location or a small number of most commonly used locations, the results will not be comparable with those of countries that ask about all locations of use. The difference is that the last will reflect the actual use at each place, whereas the first two will not.</p> <p>The question is asked of all in-scope individuals who used the Internet in the last 12 months.</p> <p>Countries can replace the Community and/or Commercial Internet access facility categories with those that reflect the types of facilities available in their country.</p> <p>Countries may ask about response categories as a series of yes/no questions, rather than a single 'list' question. The</p>	

method chosen will often reflect the method of data collection e.g. a telephone interview is more likely to use a series of questions. Other country variations are: remove categories where items are not feasible; and add or split categories corresponding to country data requirements. Care should be taken when adding or splitting categories that statistical bias is not introduced. This could occur if the provision of alternative categories affects response. Where categories have been split into sub-categories, care needs to be taken when aggregating responses to reflect the response categories of the model question (in particular, to avoid double counting individuals who respond to more than one of the sub-categories).

The main statistical issue with this indicator is using a denominator that is not clear, or comparing indicators that have been compiled using different denominators. The 'locations' involving mobile devices (mobile phone or other mobile access device) may require explanation as they are fairly technical. It would be helpful if interviewers have a list of commonly available mobile services in the country as a reference.

### HH12 Frequency of individual use of the Internet in the last 3 months

HH12 refers to frequency of Internet use by in-scope individuals from any location in the previous 3 months, as follows:

- At least once a day
- At least once a week but not every day
- Less than once a week

The Internet is a worldwide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files.

The frequency of individual use of the Internet can be calculated as either the proportion of in-scope individuals or the proportion of Internet users, using the Internet with each frequency. In either case, the result is then multiplied by 100 to be expressed as a percentage.

#### How often did you typically use the Internet during the last 3 months (from any location)?

At least once a day	Once a working day for respondents who only (or most frequently) used the Internet from work.
At least once a week but not every day	
Less than once a week	

#### Explanatory notes

Use of the Internet is not assumed to be only via a computer — it may also be by mobile phone, PDA, games machine, digital TV etc. It can be via a fixed or mobile network.

Typically means on most days (or a typical day). It is recommended that countries collect this information in respect of a typical period; therefore, respondents should ignore weekends (if they only use the Internet at work) and breaks from their usual routine, such as holidays.

The question is asked of all in-scope individuals who used the Internet in the last 3 months.

Countries are able to add additional frequency categories if they wish to obtain finer level information, for example, 'less than once a week' could be split into 'at least once a month but not every week' and 'less than once a month'. In practice, for most countries, it is likely that the proportion of individuals using the Internet less than once a month will be small.

The main statistical issue with this indicator is using a denominator that is not clear, or comparing indicators that have been compiled using different denominators.

### HH9 Internet activities undertaken by individuals in the last 3 months

HH9 refers to Internet activities undertaken by in-scope individuals from any location in the previous 3 months. Internet activities are defined per the response categories in the model question below. They are:

- Getting information about goods or services
- Seeking health information (on injury, disease, nutrition etc.)
- Making an appointment with a health practitioner via a website

- Getting information from general government organizations
- Interacting with general government organizations
- Sending or receiving e-mail
- Telephoning over the Internet/VoIP
- Participating in social networks (creating user profile, posting messages, or other contributions to facebook, twitter etc.)
- Accessing chat sites, blogs, newsgroups or online discussions
- Purchasing or ordering goods or services
- Selling of goods or services (e.g. eBay, facebook)
- Using services related to travel or travel-related accommodation
- Internet banking
- Doing a formal online course (in any subject)
- Consult wikis (e.g. Wikipedia), online encyclopaedias or other websites for formal learning purposes
- Listening to web radio
- Watching web television
- Playing/streaming or downloading games, images, videos or music
- Downloading software and applications
- Reading or downloading on-line newspapers or magazines, electronic books
- Looking for a job or sending a job application
- Participating in professional networks (creating user profiles, posting messages or other contributions to LinkedIn, Xing etc.)
- Teleworking
- Managing personal/own homepage
- Uploading self/user-created content (text, images, photos, videos, music, software etc.) to any website to be shared
- Blogging (maintaining or adding content to a blog)
- Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.)
- Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition)
- Using storage space on the Internet to save documents, pictures, music, video, other files (e.g. Google Drive, Dropbox, Windows Skydrive, iCloud, Amazon Cloud Drive)
- Using software run over the Internet for editing text documents, spreadsheets or presentations (e.g. Google Docs, Office 365)

The Internet is a worldwide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files.

The proportion of individuals who undertook each activity can be calculated as either the proportion of in-scope individuals or the proportion of Internet users who undertook each activity. In either case, the result is then multiplied by 100 to be expressed as a percentage.

**For which of the following activities did you use the Internet for private purposes in the last 3 months (from any location)? (select all that apply)**

Getting information about goods or services	
Seeking health information (on injury, disease, nutrition, etc.)	
Making an appointment with a health practitioner via a website	
Getting information from general government organizations	Government organizations should be explained to respondents in a way that is consistent with the SNA93 (2008 revision) concept of general government. See Explanatory notes below for details. Information may be obtained via websites or e-mail.
Interacting with general government organizations	Government organizations should be explained to respondents in a way that is consistent with the SNA93 (2008 revision) concept of general government. See Explanatory notes below for details. Interacting with general government includes downloading/requesting forms, completing/lodging forms online, making online payments and purchasing from government organizations via the Internet. It excludes getting information from government organizations.
Sending or receiving e-mail	
Telephoning over the Internet/VoIP	Using Skype, iTalk, etc. Includes video calls (via webcam).
Participating in social networks (creating user profile, posting messages, or other contributions to facebook, twitter etc.)	
Accessing chat sites, blogs, newsgroups or online discussions	
Purchasing or ordering goods or services	Purchase orders placed via the Internet whether or not payment was made online. Orders that were cancelled or not completed are excluded. Includes purchasing of products such as music, travel and accommodation via the Internet.
Selling of goods or services (e.g. eBay, facebook)	
Using services related to travel or travel-related accommodation	

Internet banking	Includes electronic transactions with a bank for payment or transfers, or for looking up account information. Excludes electronic transactions via the Internet for other types of financial services, such as share and insurance purchases.
Doing a formal online course (in any subject)	Formal learning activities such as study associated with school or tertiary education courses as well as distance education involving online activities. (A more narrow interpretation is likely to be less meaningful as it could include a range of activities such as using the Internet to search for information.)
Consult wikis (e.g. Wikipedia), online encyclopaedias or other websites for formal learning purposes	
Listening to web radio	
Watching web television	
Playing/streaming downloading games, images, videos or music	Includes file sharing games and playing games online, either paid or free of charge.
Downloading software and applications	Includes downloading of patches and upgrades, either paid or free of charge.
Reading or downloading online newspapers or magazines, electronic books	Includes accessing news websites and subscriptions to online news services, either paid or free of charge.
Looking for a job or sending a job application	
Participating in professional networks (creating user profiles, posting messages or other contributions to LinkedIn, Xing etc.)	
Teleworking	
Managing personal/own homepage	
Uploading self/user-created content (text, images, photos, videos, music, software etc.) to any website to be shared	
Blogging (maintaining or adding content to a blog)	
Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.)	
Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition)	
Using storage space on the Internet to save documents, pictures, music, video, other files (e.g. Google Drive, Dropbox, Windows Skydrive, iCloud, Amazon Cloud Drive)	
Using software run over the Internet for editing text documents, spreadsheets or presentations (e.g. Google Docs, Office 365)	

#### **Explanatory notes**

Internet use is not assumed to be only via a computer — it may also be by mobile phone, PDA, games machine, digital TV etc. It can be via a fixed or mobile network.

Individuals should be asked about all Internet activities (that is, the question used by countries should specify multiple responses). Activities are not mutually exclusive.

Internet activities are restricted to private purposes and therefore exclude activities such as purchasing over the Internet undertaken as part of a person's job.

General government organizations should be explained to respondents in a way that is consistent with the SNA93 (2008 revision) (UNSD, 2008a) concept of general government. According to the SNA "... the principal functions of government are to assume responsibility for the provision of goods and services to the community or to individual households and to finance their provision out of taxation or other incomes; to redistribute income and wealth by

means of transfers; and to engage in non-market production.” (General) government organizations include central, state and local government units. Importantly, they do not include public corporations (legal entities, predominantly owned and controlled by the government that are created for the purpose of producing goods and services for the market and may be a source of profit or other financial gain to their owner/s).

The question is asked of all in-scope individuals who used the Internet in the last 12 months.

Countries may ask about response categories as a series of yes/no questions, rather than a single 'list' question. Other country variations are: remove categories where items are not feasible; and add or split categories corresponding to country data requirements. Care should be taken when adding or splitting categories that statistical bias is not introduced. Where categories have been split into sub-categories, care needs to be taken when aggregating responses to reflect the response categories of the model question.

There are several statistical issues with this indicator. They include not including all activities, from all locations, using a denominator that is not clear, or comparing indicators that have been compiled using different denominators. In respect of the activity categories, the concept of a general government organization may prove difficult for respondents to understand, especially in a consistent way. Some countries clarify the definition by listing particular general government organizations or functions of those organizations.

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**APPENDIX 2**

**Core indicators on access to, and use of, ICT by households and individuals**

<b>Indicator</b>	
<b>HH1</b>	<b>Q16 Proportion of households with a radio</b>
<b>HH2</b>	<b>Q17 Proportion of households with a TV</b>
<b>HH3</b>	<p><b>Q19 and 20 Proportion of households with telephone</b></p> <p>Proportion of households with fixed telephone only</p> <p>Proportion of households with mobile cellular telephone only</p> <p>Proportion of households with both fixed and mobile cellular telephone</p>
<b>HH4</b>	<b>Q21 Proportion of households with a computer</b>
<b>HH5</b>	<b>Q27 Proportion of individuals who used a computer (from any location) in the last 3 months</b>
<b>HH6</b>	<b>Q22 Proportion of households with Internet access at home</b>
<b>HH7</b>	<b>Q29 Proportion of individuals who used the Internet (from any location) in the last 3 months</b>
<b>HH8</b>	<p><b>Q30 Location of individual use of the Internet in the last 3 months:</b></p> <p>Home</p> <p>Work</p> <p>Place of education</p> <p>Another person's home</p> <p>Community Internet access facility (typically free of charge)</p> <p>Commercial Internet access facility (typically paid)</p> <p>In mobility (i.e. during a journey in bus, train etc)</p>
<b>HH9</b>	<p><b>Q32 Internet activities undertaken by individuals in the last 3 months (from any location):</b><i>Circle the appropriate code (Allow multiple responses).</i></p> <p><b>1</b> Getting information about goods or services</p> <p><b>2</b> Seeking health information (on injury, disease, nutrition etc.)</p> <p><b>3</b> Making an appointment with a health practitioner via a website</p> <p><b>4</b> Getting information from general government organizations</p>

	<p><b>5</b> Interacting with general government organizations</p> <p><b>6</b> Sending or receiving e-mail</p> <p><b>7</b> Telephoning over the Internet/VoIP</p> <p><b>8</b> Participating in social networks (creating user profile, posting messages, or other contributions to facebook, twitter, etc.</p> <p><b>9</b> Accessing chat sites, blogs, newsgroups or online discussions</p> <p><b>10</b> Purchasing or ordering goods or services</p> <p><b>11</b> Selling of goods or services (e.g. eBay, facebook)</p> <p><b>12</b> Using services related to travel or travel-related information</p> <p><b>13</b> Internet banking</p> <p><b>14</b> Doing a formal online course (in any subject)</p> <p><b>15</b> Consult wikis (Wikipedia), online encyclopedias or other websites for formal learning purposes</p> <p><b>16</b> Listening to web radio</p> <p><b>17</b> Playing/streaming or downloading games images, videos or music</p> <p><b>18</b> Downloading software and applications</p> <p><b>19</b> Reading or downloading on-line newspapers or magazines, electronic books</p> <p><b>20</b> Looking for a job or sending a job application</p> <p><b>21</b> Participating in professional networks (creating user profiles, posting messages or other contributions to LinkedIn, Xing, etc.</p> <p><b>22</b> Tele-working</p> <p><b>23</b> Managing personal/own homepage</p> <p><b>24</b> Uploading self/user-created context (text, images, photos, videos music, software, etc.) to any website to be shared</p> <p><b>25</b> Blogging (maintaining or adding content to a blog)</p> <p><b>26</b> Posting opinions on civic or political issues via websites (e.g. blogs, social networks, etc.)</p> <p><b>27</b> Taking part in on-line consultations or voting to define civic or political issues (e.g. urban planning, signing a petition)</p> <p><b>28</b> Using storage space on the Internet to save documents, pictures, music, video, other files (e.g. Google Drive, Dropbox, Windows Skydrive, iCloud, Amazon Cloud Drive)</p> <p><b>29</b> Using software run over the Internet for editing text documents, spreadsheets or presentations (e.g. Google Docs, Office 365)</p> <p><b>30</b> Sending or receiving money, e.g..Ecocash, Textacash, etc</p>
<b>HH10</b>	<b>Q26 Proportion of individuals with use of a mobile cellular telephone</b>
<b>HH11</b>	<p><b>Q22 Proportion of households with access to the Internet by type of access (narrowband, broadband (fixed, mobile)):</b></p> <p>Narrowband</p> <p>Fixed broadband</p> <p>Mobile broadband</p>
<b>HH12</b>	<b>Q31 Frequency of individual use of the Internet in the last 3 months (from any</b>

	<b>location):</b>  At least once a day At least once a week but not every day Less than once a week
HH13	<b>Q18 Proportion of households with multi-channel TV</b>
HH14	<b>Q24 Proportion of households not having Internet access at home by reason</b>
HH15	<b>Q28 Proportion of individuals with ICT skills</b>
HH16	<b>Q25 Household ICT expenditure</b>
HHR1	<b>Q10 Proportion of households with electricity</b>
HHR2	<b>Q11 Distance to the nearest Post Office</b>

### Appendix 3: The Geo-Code System

#### D.1. Objective

The purpose of the Geo-code system is to enable a unique coding of the delimited census areas down to the smallest unit defined, i.e. the enumeration area (EA). The 2002 Population Census will use a ten-digit instead of the eight-digit geo-code system used in the 1992 Population Census.

#### D.2 Explanation of the 10-Digit System

Province	District	Ward	Sector	EA

##### ***The first digit (Province)***

The first digit (1) defines the province to which an area belongs. Province in this case refers to the ten existing provinces.

The codes for the ten provinces are as follows:-

1. Manicaland
2. Mashonaland Central
3. Mashonaland East
4. Mashonaland West
5. Matabeleland North
6. Matabeleland South

7. Midlands
8. Masvingo
9. Harare
0. Bulawayo

### ***The 2<sup>nd</sup> and 3<sup>rd</sup> digits (District)***

The second and third digits (2 and 3) define the Rural District and Urban Council Areas within each province. Within each province each administrative district is given a serial number starting from 01 and continuing upwards alphabetically until all districts in a province have been assigned codes.

Urban Council Areas (Municipalities, Town Councils and Local Boards) are given separate codes in the “district block” of the geo-code system. The serial codes to be given within a province would start from 21 and continue upwards until all such areas have been covered.

### ***The 4<sup>th</sup> and 5<sup>th</sup> digits (Ward)***

The fourth and fifth digits (4 and 5) are used to define wards within a Rural District/Urban Council. All the wards are given a serial code starting with 01 and continuing upwards until all wards have been covered. The existing numbering of wards should be used. However, in districts where the numbering of ward areas has been repeated by starting at Ward one (1) and continuing upwards for different land use sectors in the district, the census geo-code numbering of wards will change the existing numbering into serial numbers covering the wards of the whole district.

### ***The 6<sup>th</sup> and 7<sup>th</sup> digits (Sector)***

- 01:- Communal
- 02:-Small Scale Commercial Farms
- 03:-Large Scale Commercial Farms
- 04:-Resettlement Areas
- 05:- Urban Council Area
- 06:-Administrative Centres (Districts)
- 07:- Growth Point
- 08:- Other Urban Area e.g. mine and service centre
- 09:- State land e.g. national parks, safari areas
- 00:- Special Category EA – Army Camp and Prison

***For clarification after sampling frame***

The sixth digit is a sector/stratum code, which given the land use type of area that is covered by particular EA. In order to cover the types of areas found in Zimbabwe the full range of digits from 0 to 9 is used. The range of definition for this code is as follows: -

1. Communal Land
2. Small Scale Commercial Farming Area
3. Large Scale Commercial Farming Area
4. Resettlement Area
5. Urban Council Area
6. Administrative Centres (Districts)
7. Growth Point
8. Other Urban Area e.g. mine and service centre
9. State land e.g. National Parks, Safari areas
0. Special Category EA – Army Camp and Prison

In cases where categories 5 and 6, and categories 6 and 7 overlap, the code to be used in the first instance is code 5 describing an Urban Council Area. In the second case the code describing an Administrative Centre is used.

### ***The 7<sup>th</sup> digit (Type of Household)***

The seventh digit will stand for type of household. There are two types of households in the census, the private and collective households. The collective households, include households in special category EAs. The codes are as follows:-

- |    |   |  |
|----|---|--|
| 1. | = | Private Households   |
| 2. | = | Army Camp  |
| 3. | = | Prison   |
| 4. | = | Police   |
| 5. | = | Health Institution   |
| 6. | = | Educational Institution  |
| 7. | = | Hotel/Guest House/Lodges   |
| 8. | = | Refugee Camp/Squatter camp   |
| 9. | = | Other Collective Groups (Nomadic, Transit, Orphanage, Old People's home, etc.) |

For example, for the geo-code, 5011217030 the sector code 17 is used for persons found in a hotel or guesthouse in an EA in communal lands e.g. Zambezi Lodge in Binga district.

During the 2002 census each household will have a separate form or questionnaire completed (each person for collective households) then the full code will be used with sector code reflecting both land use and type of household. Only this way can we capture and tabulate data on collective households, which are in EAs with predominantly private households. Before the census enumerators go for data collection they will copy the geo-code but leave out the space for the seventh digit blank. This code will be filled in after the household or individual has been interviewed.

### ***The 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> digits (Enumeration Area Number)***

Definition of EA: An EA may be defined as a WELL-DELIMITED AREA WHERE ENUMERATION IS CARRIED OUT BY A SINGLE ENUMERATOR WITHIN A PRESCRIBED PERIOD OF ENUMERATION.

The eighth, ninth and tenth digits (8, 9 and 10) are used to give a unique code to each EA.

The eighth and ninth (8 and 9) digits give a serial numbering of the EAs in a ward.

A three-digit code is used for coding the EAs. The 10<sup>th</sup> digit will allow the splitting of an EA in future while maintaining its original identity.

The examples below show how EAs will be split.

If in 2012 EA 5011217030 is found to have grown in size up to three times the population, the following EAs will be created:

The area will be split into 3 EAs. One EA will be assigned the code 5011217030, the other two will be coded 5011217031 and 5011217032. For any geo-code therefore if the last digit is zero it will be the parent EA. This way data from past censuses or surveys can be compared since it will refer to the same area units.

