



2014 Labour Force and Child Labour Survey

Enumerator Manual

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1. INTRODUCTION TO THE 2014 LABOUR FORCE AND CHILD LABOUR SURVEY

1.1 Introduction

The 2014 Labour Force and Child Labour Survey (LFCLS) is a component of the National Household Surveys Capability Programme designed to monitor living conditions. The survey's periodicity is 5 years and the last survey was carried out in 2011 and thus the next was supposed to be in 2015, but due to Millennium Development Goals (MDGs) reporting in 2015, it was found necessary to conduct the survey in 2014, such that the data will be included in the Zimbabwe MDGs Report.

The LFCLS provides socio-economic indicators useful in monitoring living conditions as well as providing in-depth information on the labour force in Zimbabwe. It seeks to accurately determine the current activity status of the population: who is economically active and who is not? Statistics on the size and composition of the two groups are fundamental to formulating almost all economic and social policies and related planning and research. In other words, the survey mainly focuses on the economic characteristics (in particular, status in employment, industry, occupation and place of work).

1.2 Objectives of the Survey

The primary objectives of the survey are to provide engendered information on:

- the number of people classified according to their activity status,
- the size and characteristics of the economically active population, i.e., the employed and the unemployed,
 - the informal economy,
 - the welfare of the employees (safety at work, decent work agenda & wages)
- the number of working children,
- the detrimental effects on working children,
- educational attainment and literacy rates
- Social protection and
- living conditions in general
 - health
 - water and sanitation
 - energy use
- labour migration

1.3 Data uses

The LFCLS provides data on indicators that deal with employment, unemployment and underemployment as major macro-economic variables that demand the attention of policy makers, researchers and planners.

1.4 Areas Covered

The survey collects information on the following major areas:-

- (a) Population characteristics
- (b) Education
- (c) Activity status: This includes information on all the economically active persons covering the employed, number of hours worked and the unemployed.
- (d) Work related income
- (e) Social security benefits
- (f) Work related safety
- (g) Health, and
- (h) Housing characteristics

1.5 Sample Design

A stratified two-stage sample design was used. At the first stage enumeration areas were selected with probability proportional to size (PPS) sampling method. The measure of size being the number of households enumerated in the 2012 population census. A household listing operation was done to create the second stage sampling frame. The second stage involved the selection of households, which are the ultimate sampling units using random systematic sampling. Twenty-five households were selected per each Enumeration Area (EA). No substitutions of non-responding households will be done in this survey. If a dwelling unit is found being occupied by a different household, then that household will be interviewed in place of the listed household. If a dwelling unit had been destroyed and the household is still staying in the same EA, the household should be followed and interviewed.

1.5.1 Sampling Frame and Stratification

The sampling frame for the 2014 LFCLS was based on the 2012 Zimbabwe Master Sample (ZMS12) developed from the 2012 Zimbabwe Population Census. The ZMS12 is composed of six replicates of 500 EAs each. The 2014 LFCLS utilized replicate three and four for sample selection. Therefore reference should also be made to the documentation for the ZMS12. The basis of the master sample frame are the Enumeration Areas (EAs) created for the 2012 Population Census. Only EAs with land use sector 1-7 and household type = 1 (private households) were included in the master sample frame. The primary sampling units (PSUs) in the master sample are the census EAs. Each EA was delineated for the 2012 Zimbabwe population census operations with well-defined boundaries identified on the sketch maps, and the EA size is based on the expected workload for one enumerator. The EAs have an average of 100 households which is ideal for the survey listing operation. The first level stratification for the sampling frame of EAs corresponds to the geographic domains: the 10 provinces, by urban/rural strata. Implicit stratification on land use sector was done within urban/rural (with the use of systematic sampling over a list of EAs sorted by land use sector). The distribution of the Master Sample EAs by province is shown in Table 1:

Table 1: Distribution of Master Sample PSUs by province and urban/rural

Province	Urban	Rural	Total	Percent
Bulawayo	228		228	7.6
Manicaland	66	294	360	12.0
Mashonaland Central	18	270	288	9.6
Mashonaland East	48	270	318	10.6
Mashonaland West	84	228	312	10.4
Matabeleland North	24	204	228	7.6
Matabeleland South	30	186	216	7.2
Midlands	96	222	318	10.6
Masvingo	36	288	324	10.8
Harare	384	24	408	13.6
Total	1 014	1 986	3 000	100.0
Percent	33.8	66.2	100.0	

1.5.2 Sample size and allocation

A total sample of 419 enumeration areas was selected with probability proportional to size (PPS). In terms of households, a total of 10483 households were selected. Samples were allocated to different strata with a view to obtain reliable estimates at provincial level while maintaining the interest of national level estimates. Tables 2 show the distribution of sample EAs and households by province and sector respectively.

Table 2: Distribution of Sample EAs by province and sector

Province	Census Households	Rural Households	Urban Households	Sample Households	Number of EAs	Urban EAs	Rural EAs
Bulawayo	165 345	0	165 345	567	24	24	0
Manicaland	410 082	335 278	74 804	1 405	56	10	46
Mashonaland Central	263 923	245 701	18 222	904	36	2	34
Mashonaland East	326 825	281 320	45 505	1 120	45	6	39
Mashonaland West	345 223	250 744	94 479	1 183	47	13	34
Matabeleland North	160 912	142 643	18 269	551	22	3	19
Matabeleland South	154 875	132 571	22 304	531	21	3	18
Midlands	359 572	257 707	101 865	1 232	49	14	35
Masvingo	338 153	298 975	39 178	1 159	46	5	41
Harare	534 106	27 761	506 345	1 830	73	69	4
Zimbabwe	3 059 016	1 972 700	1 086 316	10 483	419	149	270

1.5.3 Scope and Coverage

The LFCLS covered private households in the selected EAs within the ten provinces of Zimbabwe. Twenty-five households were selected per each Enumeration Area (EA). No substitutions of non-responding households will be done in this survey. If a dwelling unit is

found being occupied by a different household, then that household will be interviewed in place of the listed household. If a dwelling unit had been destroyed and the household is still staying in the same EA, the household should be followed and interviewed.

1.6 Role of Enumerator/Team Leader/Provincial Supervisor

1.6.1 Role of Enumerator

- (a) Activities before data collection (pre-enumeration phase) will include the following:
- ✓ Reconnaissance - identifying the Enumeration Area (EA) by walking the boundaries and segmenting the EA for enumeration purposes;
 - ✓ Publicising the Survey and approaching local authorities as well as influential people to introduce oneself;
 - ✓ Receiving documents and equipment from the Team Leader/Supervisor;
 - ✓ Identifying location of households;
 - ✓ Arranging appointments for the interviews and;
 - ✓ Preparing fieldwork itinerary for the survey.
- (b) During data collection (enumeration phase) the main activities are:
- ✓ Asking questions correctly;
 - ✓ Recording answers clearly, correctly and accurately;
 - ✓ Editing completed questionnaires e.g. for completeness and consistency and;
 - ✓ Scheduling call-backs e.g. making appointments to visit households at convenient times.
- (c) Activities after data collection (post-enumeration phase):
- ✓ Final editing of the questionnaire at the Office;
 - ✓ Submitting completed questionnaires and other equipment to the Team Leader;
 - ✓ Writing and submitting report to the Team Leader.

1.6.2 Role of Team Leader

- (a) Activities before data collection (pre-enumeration phase) will be:
- ✓ Contacting district officials and all local authorities for each EA as a way of publicising the survey;
 - ✓ Identifying all selected EAs under his/her Enumerators and;
 - ✓ Distributing survey materials to Enumerators.
- (b) During (enumeration phase) and after data collection (post-enumeration phase) the main activities are:
- ✓ Visiting enumerators and editing their work in the field and give feedback on performance;
 - ✓ Attending some interviews and give feedback on how the interview was conducted;
 - ✓ Making spot checks on already interviewed households and re-ask few questions on the questionnaire;
 - ✓ Solving problems encountered in the field and inform the Supervisor;

- ✓ Follow-up on refusals;
- ✓ Editing all LFCLS questionnaires and submitting them together with a field report to the Supervisor.

1.6.3 Role of Provincial Supervisor

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

- ✓ Receiving all survey materials and equipment from Head Office and distributing them to the Team Leaders;
- ✓ Preparing and distributing to Team Leaders maps and lists of selected households for each EA to be covered in the LFCLS;
- ✓ Assigning work to Team Leaders including allocation of EAs to be supervised by each Team Leader; and
- ✓ Contacting provincial, district and other authorities as a way of publicising the survey.

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

- ✓ Monitoring progress of the survey in the whole province by:
 - supervising the Team Leaders
 - making spot checks
 - attending or supervising some interviews
- ✓ 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;
- ✓ Receiving all completed questionnaires and fieldwork reports from the Team Leaders;
- ✓ Submitting all questionnaires to Head Office timely;
- ✓ Carryout quality control assignments e.g. re-interviewing a sample of households in an EA; and
- ✓ Submitting a fieldwork report to the Field Operations Coordinator.

1.7 Place of Work

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 9 to 11 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/her province.

1.8 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 would 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 fieldwork enumerators will be given continuous feedback on their performances.

2. 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 to follow when interviewing a household e.g. on how to build rapport, conducting the interview, etc, which are to be followed.

2.1 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 impression will influence willingness to co-operate. 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:

2.1.1. 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 next dwelling unit when in doubt.

2.1.2. Make a good first impression

When approaching the respondent, do your best to make her/him 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 exchanges 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 Labour Force and Child Labour 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.

2.1.3. Always have a positive approach

The interviewer must be honest about the length of the interview and approach each interview as if it will take place 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 think that your mission is not important, and may invite refusals.

2.1.4. Stress the confidentiality of responses

Inform the respondent that the data you collect will 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.

2.1.5. 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 and survey.

2.1.6. Avoid the presence of other persons 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 third parties.

2.2 Here are some tips in conducting the interview efficiently

2.2.1. 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 or 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

2.2.2. 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.

2.2.3. 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.

2.2.4. 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 sometime 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 her/him abruptly or rudely. Instead listen and try to steer her/him back to the original question. Maintain a good atmosphere throughout the interview for the respondent to see the Enumerator as a friendly, empathetic, 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 selected households in the country, remain courteous and stress the importance of the survey and that it has nothing to do with taxation, labour law enforcements or similar Government activities. Also stress the confidential nature of the information obtained and that no one outside the Zimbabwe National Statistics Agency will be allowed access to the records, that the details for an individual person are never released for any purpose whatsoever and that 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 the Team Leader at your earliest convenience.

2.2.5. Do not form expectations

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 that what she or he is telling you is important to you.

2.2.6. 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 response. 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 should be a conversation rather than a formal interrogation. Maintain continuity and easy flow of conversation with few moments of silence!

2.3 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. Translations and interpretations should be minimised as they jeopardise the quality of the interview as well as increase the time of interview.

3. FIELD PROCEDURES

3.1 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
- Carrier bag
- Notebook for observations
- Enumerator Manual
- Official ID/Letter
- Call back cards (mostly in urban areas)

3.2. 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 assessed.

The questionnaire is divided into 19 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 extent 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, then circle the correct code.

Enumerators must be reminded that the use of ‘Don’t Know’ as a response should be the last option.

3.3. 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, District Administrators, Police Chiefs, and other influential people.

3) At the district level

Letters can also be sent to the following: District Administrators, 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.

QUESTIONNAIRE SECTIONS

4. SECTION A: IDENTIFICATION

Before beginning an interview, fill in the Identification Section which includes: Province, Rural District Council and Urban Council, Ward, Sector, Enumeration Area and Household number. Write down the selected household number from the listing form and the number has three digits. Please note that the seventh digit is pre-coded, since we will be visiting private households only. Explanation of the Geographic Frame and Geo-Code system is contained in **Appendices 1 and 2**, respectively.

5. SECTION B: 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 is still staying/living within the same EA, the household must be followed and interviewed.

For each visit - complete the date and the result.

6. SECTION C: BACKGROUND CHARACTERISTICS

Q1 and 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; whereas a "de facto" count is the enumeration of persons physically present at a specified place. For this survey we adopt the "de jure" concept. The usual members may be present or absent. Visitors are not included but in cases where respondents are not sure, ask who a visitor is, then a cut off point of 12 months should be used such that those with less than 12 months in the household having visited the household would be termed visitors. **Children attending boarding schools are not included as usual members of the household where they normally return to after school closure.**

The procedure to identify households and their compositions will be as follows:

Firstly, identify the households that share the same dwelling unit by asking "Who usually lives and eats together food prepared from the same pot."

Note that it is important to take into account cooking arrangements when identifying the household.

Secondly, identify the head of each household by asking, "Who is the head of this 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 senior member of the household bearing in mind that this senior 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 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 - present or absent last night.

After listing the household members complete questions 2 and 3 column-wise. The rest should be completed row-wise. The section on housing characteristics i.e. questions 87 to 93 should be asked after all other questions have been asked for all members.

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.

Q2 Relationship to Head of Household

Ask "What is (*name*)'s relationship to 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 case were a chief responded is asked instead of the head of household.

Circle the appropriate response.

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".

Q3 Sex

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

Circle the correct response i.e. either "1" for male or "2" for female.

Gender Statistics are derived from this question; therefore it is important to ensure that it is completed. 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 guess.

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

Q4 Age

Ask "How old was (*name*) at 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 over;

Age is one of the most important variables as almost all analysis of data depends on the respondent's age e.g. activity rates calculated by age of person, educational levels, family planning, 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 efforts 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.

Q5 and Q6 are for children aged 0-17 (Parental Survivorship)

Q5 Ask "Is (*name*)'s biological mother alive?"

Q6 Ask "Is (*name*)'s biological father alive?"

These questions should be asked to members of the household who are 17 years and below excluding visitors in respect of the person's biological father and mother. In some cases, check with question 3 for consistency. Ask survivorship of each parent separately.

Q7 Marital status – For persons age 12 years and above

Ask "What is (*name*)'s marital status?"

A man and woman who live together and who so regard themselves as husband and wife should be recorded as married. Thus, in the main, the answer must be accepted as given by the respondent and not to question the legal aspect of the marital union.

If a person has been widowed but has since re-married she or he should be recorded as married.

Divorce does not have to have gone through the court or other formalities for it to be considered as such. Thus, it is the respondent who defines his or her marital status.

Please note that "never married" is not equivalent to "single" as the later includes those who have never married and those who have been married but are currently divorced/separated or widowed.

7. SECTION D: MIGRATION

This section is asked to all persons in the household

Q8 Ask “Where was (*name*) born?”

The question seeks to obtain information on the place of birth of a person. For Zimbabweans the enumerator should ask for the town or district of birth whilst for non Zimbabweans the country should be asked for. For Zimbabweans, in the event that a birth took place at a health facility outside the district where the household was staying enumerators should record the district where the household was staying and not the district where the delivery took place.

Q9 Ask “What is (*name*’s) citizenship?”

Citizenship denotes the link between a person and a state or an association of states. Possession of citizenship is normally associated with the right to work and live in a country and to participate in political life. Citizens are members of a state or a nation, a person who does not have citizenship in any state is said to be stateless.

Do not deduce someone’s citizenship from the language an individual speaks or their country of birth. Record what the respondent tells you. As a way of probing, you may ask if the individual has a passport and if so, the country that issued the passport.

NB: In the event of one having dual citizenship, it was agreed that for persons with a Zimbabwean citizenship, enumerators should record Zimbabwean even if they have another citizenship. For foreigners, their countries of origin take precedence. Citizenship is not the same as country of birth.

District and Country codes are in Appendix 3.

Q10 Ask “Has (*name*) moved from one district/country to another since June 2009?”

1. Yes
2. No (Skip to Q14)

The question intends to measure both internal and international migration.

Q11 Ask “Where was (*name*) living before?”(the most recent move)

For those who were living in Zimbabwe, enter the code referring to the relevant census district, i.e. the Rural Districts, the Urban Council Area (Municipalities, Town Councils and Local Boards) and for those who resided outside Zimbabwe, record the code of the country where one was living.

Q12 Ask “What was the main reason why (*name*) moved here?”

1. Job transfer
2. Arranged Job
3. Looking for better agricultural land
4. Business opportunities
5. Looking for paid work

6. Join Spouse/family
7. Attend school/training
8. Divorce/Separation
9. Natural Disaster
10. Death
11. Other (specify).....

This question is asked to persons who have been coded 1 in Q10, to find out the reason for migrating.

Q13 Ask “With whom did (*name*) move?”

1. Alone
2. Entire household
3. Spouse
4. Son/Daughter
5. Parents
6. Brother/Sister
7. Other relatives (specify)
8. Not related

The question seeks to establish company on migration as this has some effects on the migrant and other household members. If a member of household moves to stay to some place alone, this will disturb family set up and cohesion, more so if that person was the head of that household. Where the entire household moves together such effects are rarely felt and if felt will be very minimal.

Entire household moved refers to where everyone in the original household move together and continue to stay together at the destination place.

8. SECTION E: DISABILITY

Q14 Ask “Does (*name*) have any of the following disabilities?”

The intention here is to capture data pertaining to disability of a moderate to severe nature. The question should be asked to all persons.

Definitions:

- a) Impairment: is any loss or abnormality of psychological or anatomical structure or function. (It refers to organs/systems of the body).
- b) Disability: refers to any restriction or lack of ability to perform an activity in a manner within the range considered normal for a human being. (Refers to the person and function).
- c) Handicap: is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal (depending on age, sex, social and cultural factors) for that individual. (these are limitations experienced by people with disabilities in their interactions with society).

Examples:

1. Impairment: Paralysis of lower limbs after injury.
Disability : Inability to walk
Handicap : Unable to get employment

Because there is no adequate transport, buildings are not accessible and potential employers do not wish to employ someone with a disability.

2. Impairment : Mild mental retardation
Disability : Difficulty learning
Handicap : Unable to attend school because teachers do not know how to work with children who are mentally retarded.

In Zimbabwe, the terms disability, impairment and handicap have been used interchangeably to refer to persons with disabilities. Reference has been made to children who are mentally handicapped, people who have visual impairment or people who are physically disabled. To the users, the meaning is only an exercise in semantics.

CLASSIFICATION OF DISABILITY FOR PURPOSES OF IDENTIFICATION

Disability is difficult because it is not a well-defined condition. Different countries have used different definitions and census methodologies to come up with estimates of prevalence rates. Developed countries have counted even those with minor disabilities as disabled while developing countries have only counted those that have moderate to severe conditions that need rehabilitation intervention. These are people whose conditions permanently prevent them from performing activities in a manner considered normal for human beings. A person may have minor impairment (e.g. amputation of two toes) but functions normally. Such a person is not considered disabled.

When identifying people with disabilities, the difficulties that they may have as a result of their conditions are classified as follows by World Health Organization:

- a Difficulty moving (physical disability)
- b Totally Blind

- c Difficulty seeing
- d Difficulty speaking
- e Deaf
- f Difficulty hearing
- g Difficulty learning/mental handicap
- h Chronic fits
- i Strange behaviour/mental illness
- j Lack of feeling in hands or feet/leprosy
- k Albinism

For the 2014 LFCLS, Zimbabwe will classify people with moderate to severe disabilities according to the same categories.

EXPLANATION OF DISABILITIES AND EXAMPLES OF CONDITIONS THAT MAY CAUSE DISABILITIES

CONDITION:

a. Difficulty Moving

The person has difficulty on a part of the body such as the arms, legs, back or neck. The difficulty could be due to:

- ❖ Deformity as in club feet/scarring from burns
- ❖ Weakness/paralysis in arms or legs (spasticity).
- ❖ Joints that no longer straighten because muscles have shortened (contractures)
- ❖ Missing body parts - may be born that way or due to accidental/surgical amputations
- ❖ Loss of whole or part of upper limb – amputation
- ❖ Loss of use of one upper limb – deformity
- ❖ Loss of whole or part of lower limb – amputation
- ❖ Loss of use of one lower limb - deformity
- ❖ Loss of use of both lower limbs – paraplegia
- ❖ Loss of use of all limbs – quadriplegia
- ❖ Loss of use of upper and lower limb on same side of body - hemiplegia
- ❖ Deformity of spine

b. Totally Blind

- ❖ cannot see at all

c. Difficulty Seeing

- ❖ partially sighted
- ❖ has problems seeing details/clearly
- ❖ cannot see well in the dark
- ❖ cannot see objects that are far away
- ❖ cannot see objects that are very close
- ❖ blind one eye

d. Difficulty Speaking

- ❖ cannot speak

- ❖ cannot speak clearly enough to be understood
 - ❖ no speech
 - ❖ difficulty speaking (stammering and cleft palate)
- e. Deaf
- ❖ do not hear at all
 - ❖ deaf both ears (profound)
- f. Difficulty Hearing
- ❖ Partially deaf
 - ❖ may not hear words when people speak
 - ❖ only hear when people speak loudly and clearly
- g. Difficulty Learning (mental handicap)
- ❖ person not able to learn new activities as early as other people of his/her age;
 - ❖ ranges from mild to severe retardation;
 - ❖ development of sitting, crawling, etc may be slow;
 - ❖ may be slow to respond to what others say and to what happens around her/him;
 - ❖ may not understand as well as others what she sees, hears, smells and tastes;
 - ❖ may not be able to express his/her needs or feelings in a way other people understand;
 - ❖ may not understand the abstract;
 - ❖ may remember what she/he has been told only for a short time;
 - ❖ may have difficulty controlling feelings (can just scream, cry or have sudden bursts of anger without any visible external triggers).
 - ❖ Learning disability e.g. - moderate, severe – Down's Syndrome/Microcephaly
- hydrocephaly
- h. Chronic Fits : Epilepsy (Seizures, convulsions)
- ❖ It's a common condition characterised by brief periods of unconsciousness or change in mental state that are caused by injury to the brain
 - ❖ The person is usually on continuous medication
 - ❖ Can be mild to severe
 - ❖ Mild fit – person stops whatever they are doing: stares unusual movements e.g. repeated units of the lips or hands
 - ❖ Severe fits – person falls to the ground. Has strong uncontrollable movements and loss of consciousness
- i. Strange Behaviour /Mental illness – mostly in adults
- ❖ It is NOT intellectual or learning disability
 - ❖ behaviour change started at an older age;
 - ❖ he/she has not always behaved this way;
 - ❖ may not talk to anyone anymore;
 - ❖ may talk too much, more than before;
 - ❖ may become angry/excited for no reason or may frighten other people;
 - ❖ may hear voices that other people do not hear or see things other people do not see (hallucinations);
 - ❖ person may stop keeping clean or dressing properly;

- ❖ person may speak or move around in a strange way;
- ❖ may show no feelings or interest in other people;
- ❖ may start collecting rubbish and look less and less tidy;
- ❖ may believe that she/he is someone important;
- ❖ may begin to believe things that are obviously not true(paranoia).

j. Lack of feeling in hands and feet - leprosy

k. Albinism - people who have no skin pigmentation

Q15. Ask “What caused (*name*’s) disability?”

1. Born with disability
2. Work Related Accident
3. Other Accident
4. Illness
5. Other (specify)

Enumerators should probe for the initial cause of disability or difficulty in cases where a disability or difficulty was propounded by several causes.

NB: Age related difficulties are coded under illness as most of them takes some form of illness

9. SECTION F: EDUCATION - For persons age 3 years and above

This section deals with participation at school, past and present, for all persons age 3 years and above. It includes participation at pre-school level, hence, we are asking for information relating to 3 year olds.

NB: For this section check with Question 4 (age) for consistency, particularly for children. However, you might meet persons who are high flyers attending university education at age expected of secondary school level. Comments are expected in such cases.

Q16. School attendance

Ask "Has (*name*) ever been to school?"

"School Attendance" refers to participation in **full-time education** in an institution like pre-school, primary, secondary school, post-secondary and tertiary institution. The attendance does not necessarily have to be for a full school academic year.

1. "Never been" Means those who have not attended any formal school at all.
2. "At school" refers to all persons who are attending formal educational institutions and include those who are temporarily absent from school or those on holiday.
3. "Left school" refers to those who once attended school but have left or completed their cycle and are no longer attending.

If code 2 or 3, Skip to Q18

Q17 If code 1 in Q16 Ask "What is the main reason why (*name*) has never been to school?"

This question is only asked of those who have never attended school, i.e. code 1 in question 16. Probe to reduce the "other" category. If a family did not allow schooling (e.g because of religion) record response under option 5. If one is disabled ask for the reason why one has never been to school (disability is not inability). If out of ignorance then record response 'other' and specify 'ignorance'.

For example you can find disabled persons not going to school because of unsuitable facilities for such persons, i.e the schools might not have the special unit for the disabled then record response 'other' and specify 'unsuitable facilities for disabled persons'.

Q18 Highest level of education completed

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 where not applicable.

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 her/his 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
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

Q19 Ask "What was the main reason why (*name*) left school?"

This question is asked to persons who are age 3 to 24 years and if code 3 in Question 16.

Circle the appropriate reason

Financial constraints: Looking for work can be a result of financial constraints. There is need for probing thoroughly to distinguish from option 8.

School too far away: When a household is resettled, probe for the actual reason since a child can transfer to another school. Reason could be school too far away. It is important to probe further so as to distinct response 'Too young', from 'School too far away'.

Pregnancy related: Reason applies to both girls and boys because the latter can also be suspended for such an offence. Note that a respondent who is on suspension will go back to school and is

therefore not expelled. There is need to probe. There is need to capture the incidence of pregnancies at school, hence, there is need to probe to distinguish between pregnancy related and expulsion.

Completed/Satisfied: This too is subjective in that a respondent might think that once she or he finishes Form Three (3) he/she has completed schooling and might be happy about it. Therefore it is **not** the interviewer's business to query someone that she or he should not have been satisfied by such a level and in fact has not completed.

To work/Looking for work: Children might want to emulate peers who are working, therefore, leave school in order to work. Be careful not include those who had financial constraints.

Caring for the sick: Some are leaving school to look after those who are ill in the household, usually mother or other siblings.

Other: this includes other reasons apart from the ones stated above. Learning difficulty is an example of such responses.

Q20 Ask “What was the main reason why (*name*) refused to go to school?”

This question is asked to persons who are age 3 to 24 years and if Code 6 (refusal) in Question 19 to establish the reason behind the refusal to go to school.

Circle the appropriate response:

1. Lack of interest
2. Bullying at school
3. Sexual Abuse at school
4. Corporal punishment
5. Incompetence: refers to that of pupil
6. Harassment by teachers
7. Other (specify)

10. SECTION G: ACTIVITY - For persons age 5 years and above

Ask “Q (21)a In the last 7 days, did (*name*) work for a wage, salary, commission or any payment in kind even if it was for only one hour?”

Prompts: Do any type of wage or salary job – full time or part time, temporary, casual, piecework or permanent? Examples: Collecting Data, Data Capturing, Secondary School Teaching, Bus Driving etc.

1. Yes (skip to Q25) 2. No

Q (21)b In the last 7 days, did (*name*) run or do any kind of business, big or small, for him/herself or with one or more partner(s), even if it was for only one hour?

Prompts: Conduct or assist in any type of business whether big or small (e.g. brew beer, sell cakes, make mats/clothes, etc)? Catch or collect fish or river products? Collect any water or firewood? Examples: Firewood vendors, Fish vendors, Vegetable vendors (*including those who are in the business of buying vegetable products from places such as Domboshawa, Seke etc and sell them at Mbare Musika but who themselves are not producers of these commodities*), Airtime vendors, Fruit vendors, etc.

1. Yes (skip to Q25) 2. No

Q (21)c In the last 7 days, did (*name*) do any work of any kind on own or the family farm, cattle/post/kraal or other agricultural holding (chicken house, vegetable plot etc)?

Prompts: Do any work of any kind on own or the family farm, cattle/post/kraal or other agricultural holding (chicken house, vegetable plot etc)? The work can be for cash, income in kind, barter or for own consumption. Include any form of house construction or major maintenance? Make anything from own farm or natural products for sale or for own use? Examples: All farming activities

NB: For communal farming include the Head, Spouse and Children working in the farms.

1. Yes (skip to Q25) 2. No

Q(21)d In the last 7 days, did (*name*) help without being paid in any kind of business run by the household, even if it was for only one hour?”

Prompts: Help unpaid in a family business of any type? (E.g. help to sell groceries, grinding mills, helping cleaning business premises) i.e. these are non-agricultural activities.

1. Yes (skip to Q25) 2. No

Given that the statistical concept of employment is very different from the popular understanding of employment (wage employment) the enumerator must read out to the respondent the full prompts highlighted on each of the Q21.

Q22 Ask “In the last 7 days, even though (*name*) did not do any work for pay, profit or help without pay in a household business; a) Does (*name*) have a paid job that he/she would definitely return to?

b) Does (*name*) have a business that he/she would definitely return to?

c) Does (*name*) do any work of any kind on own or the family farm, cattle/post/kraal or other agricultural holding (chicken house, vegetable plot etc) that he/she would definitely return to?

d) Does (*name*) have an unpaid job in any kind of business run by household that he/she would definitely return to?”

1. Yes (if 1 in a, b or c skip to Q23) 2. No (if 2 in d skip to Q51)

Q23 Ask “Why was (*name*) absent from work during the last seven days?”

1. Vacation, holidays
2. Illness, injury, temporary disability
3. Maternity, paternity leave
4. Temporary slack work for technical or economic reasons
5. Strike or labour dispute
6. Off season
7. Transport
8. Education or training
9. Family/community responsibilities
10. Other (Specify)

Q24 Ask “When will (*name*) return to work?”

The question intends to find out the persons who are guaranteed of a job.

1. Less than a month
2. 1 month to less than 3 months
3. 3 months and above
4. Not returning
5. Not sure to return (do not read out)

Q25 If ‘Yes’ to any of Q21 or Q22 ask “What kind of work did (*name*) do in his/her main job during the last 7 days (even if he/she was absent in the last seven days)?”

Describe in 2 to 4 words e.g., "Communal Farming" / "Bus Driving" / "Market Gardening" / "Data Processing" / "Brick Laying". If a person has more than one job, the main job is the one where a person normally spends most of her or his working time (or is expected to do so under her or his 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 7 days, it still remains the main job as long as the

person normally spends more hours in this job (or should have done so under her or his 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.

Q26 If Yes to any of Q21 or Q22 Ask “What is (name's) skill category?”

The skill category refers to the main activity. The following are the skill categories:

1. Professional
2. Skilled
3. Semi-skilled
4. Unskilled
5. Not Known

You are required to circle the correct response.

Professional: This is an employee for whom a basic requirement is usually a tertiary level qualification (e.g. diploma or degree), or experience of such amount and kind as to provide a comparable background. Membership of a professional association is frequently required. Also, included are officials and managers who set broad policies and have overall responsibility for execution of those policies, as well as workers such as teachers, nurses, policemen plus such persons as artists and actors who are frequently grouped as professionals.

Skilled: These are so designated under National Industrial Council Agreements and, accordingly, included are persons in artisan, craft and journeyman categories. Also, included are those clerical and sales type occupations where a minimum level of proficiency may be indicated by a certificate or diploma (e. g. secretary book-keeper) or where possession of a minimum level of secondary education is a requirement (e.g. carpenters, blacksmiths, bakers, brewers, cooper, printers etc)

Semi-skilled: These employees are so defined in National Industrial Council Agreements and accordingly included are a wide range of operators' and tradesmen's assistants. Also, included are employees in occupations of which the skills for performance have usually been accumulated on the job in some instances supplemented by short duration training courses in particularly well-defined aspects of the work. Semi-skilled employees do not usually require the skills provided by a secondary education although, frequently primary education is necessary for efficient performance.

Unskilled: These are employees who are not included in the three categories above. They are usually persons in occupations for which training or instruction beyond a week is rarely necessary to enable an incumbent to efficiently perform the tasks that comprise the elements of jobs.

Not Known: After you have probed further include under this category employees who respond that they do not know their skill level.

Q27 If Yes to any of Q21 or Q22 ask “In (name)’s main job in the last 7 days what was his/her status?”

The questionnaire distinguishes between main jobs and secondary jobs to capture all those who have more than one job. Questions 33 to 38 refer to the respondent’s main job, while Q39 to Q45 refer to any secondary job. This makes it necessary to determine whether a person has more than one job. 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 her or his working time (or is expected to do so under her or his 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 7 days, it still remains the main job as long as the person normally spends more hours in this job (or should have done so under her or his 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 that if a person only has 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 is 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, 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. *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. Economic enterprise is defined as one in which at the end of the day one is capable of generating income in cash or in kind. It should be emphasised 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.
4. *Own account worker (communal, resettlement & peri-urban farmer)*: These operate their own enterprise, e.g. crop farming or keeping livestock and work for own consumption or profit.

It should be emphasised that both the head of household and spouse as well as their children are considered communal or resettlement or peri-urban farmers. If another member of the household operates his/her own fields then he/she becomes a communal farmer or 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.

5. *Own account worker (Other)*: Own account workers are those who operate their own economic enterprise, e.g. petty trader, carpenter and work for own consumption or profit. They can employ other workers as occasional helpers etc. as long as this is on a non-continuous basis. Whenever an own-account worker continuously employs at least one employee, she or he is classified 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.
6. *Unpaid contributing family worker*: Unpaid 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 that head of the 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 worker (communal, resettlement & per-urban farmer) and not as contributing family workers.
7. *Member of Producer Co-operative*: Members of producers' cooperatives are workers who hold a "self-employment" job in a cooperative 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 establishment, the investments and the distribution of the proceeds of the establishment amongst their members. It should be noted that employees of producers' cooperatives are not to be classified to this group, but as employees.

If codes 3, 4, 5, 6 and 7, skip to Q33

Questions 28 to 32 assist in capturing workers in informal employment.

Q28 Ask “Does (*name*) have a written contract or oral agreement with employer?”

1. A written contract
2. Oral agreement
3. No contract/agreement
4. Don’t Know

All employees have an explicit or implicit contract with their employer under which the worker provides his/her labour in return for payment (in cash or in kind) from the employer. These contracts can take two forms: oral contracts under which the worker and the employer reach an

oral agreement and written contracts that are signed by both parties. If this is not clear to the respondent, you can probe whether the respondent has signed an employment contract. Civil servants and permanent paid employees in large enterprises in the formal sector usually have a written contract with their employer.

Q29 Ask “Does (*name*) benefit from paid annual leave?”

1. Yes 2. No 3. Don’t Know

Paid annual leave entitles workers to take pre-determined number of working days off work (per month or per year). Time off work during non-working days (e.g. the weekend) and paid sick leave does not count as paid annual leave. Sometimes, workers who have an entitlement to paid annual leave can opt to take cash payment instead. These workers, too, should be coded as benefiting from paid annual leave even if they have chosen not to take their leave preferring encashment.

Q30 Ask “Is (*name*) entitled to any:

- (a) benefit from paid sick leave?**
(b) benefit from paid maternity/paternity leave?
(c) medical aid benefit from his/her employer?”

1. Yes 2. No 3. Don’t Know

An employee benefits from paid sick leave if she or he can stay away from work in case of sickness and still receives a wage for the duration of her or his sickness. This entitlement can be under the condition of producing a doctor’s certificate and can be restricted to a certain number of days per year.

Q31 Ask “Does (*name*’s) employer pay contributions to a pension scheme/fund for (*name*)?”

1. Yes 2. No 3. Don’t Know

Contributions to a pension scheme/fund include any payment made by an employer for the respondent, be it to a public pension scheme (such as NSSA) or private pension fund e.g. Old Mutual, that will provide the respondent with an old-age pension on retirement from active working life.

A special case is that of civil servants who receive pension directly from the Government budget upon retirement. Since they also build up pension entitlements, these respondents should also be coded ‘Yes’.

Q32 Ask “Is (*name*) a member of a trade union or a similar employee association?”

1. Yes 2. No 3. Don’t Know

Definition:

A trade union or labour union is an organisation of workers who have banded together to achieve common goals in key areas such as wages, hours of work, and working conditions, forming a cartel of labour. The trade union, through its leadership, bargains with the employer on behalf of union members (rank and file members) and negotiates labour contracts with employers. This may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies. The agreements negotiated by the union leaders are binding on the rank and file members and the employer and in some cases on other non-member workers.

These organizations may comprise individual workers, professionals, past workers, or the unemployed. The most common, but by no means only, purpose of these organizations is "maintaining or improving the conditions of their employment"

Examples are Government Workers Association (GWA), Zimbabwe Teachers Association (ZIMTA), Domestic Workers Association, etc.

11. SECTION H: EMPLOYMENT MAIN JOB - For ‘Yes’ to any of Q21 or Q22 and for persons age 5 years and above.

Q33 Ask “What is the name of the physical establishment where (*name*) works?”

You are required to give the name of the physical establishment in two or more words e.g. "OK Bazaars- 1st Street", "Chakari Supermarket", "Petunia Laboratories- Baines Avenue", "Belmont Construction-Kelvin rd", "Bhadella and Sons-Chinhoyi Street," "Bindura Auto Services", etc.

Physical establishment: This refers to the smallest unit for which separate records are available concerning the production of a reasonably homogeneous group of goods and services as well as the materials, labour and physical resources used. The physical location can be a farm, mine, factory, office, ZIMSTAT, Bulawayo province; Ministry of Public Service, Labour and Social Services, Mashonaland East province etc. For enterprises with several establishments in one city/town use street names or places of location to identify them e.g Ok Bazaars first street or TM Mbare Musika.

Record “Not Applicable” (N/A) for the following: gold panners, private domestic workers, communal, resettlement & peri-urban farmers, vendors/hawkers, cattle herders on a communal farm, etc.

Q34 Ask “What kind of economic activity is (*name/ establishment*) 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 respondent concerned. For communal and resettlement farmers write “communal farming and resettlement farming”, respectively, in the spaces provided. Please note that “domestic services” only applies to paid domestic workers (e.g. gardener, childminder 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 (see also prompts for Q19).

Q35 Ask “In what Sector is this establishment?”

Sector: This refers to the institutional set up of the establishment in which the individual works. The set up can be sub-categorised as follows:

Financial Institutions: These are institutional units which are principally engaged in financial intermediation or in auxiliary financial activities.

Non-financial institutions: These are institutional units which are principally engaged in the production of market goods and non-financial services.

1) *Central Government*

2) *Local authorities/government:* Includes Rural District Councils, Municipalities, Town Boards, Chiefs, etc.

3) *Parastatals- Financial:* These are quasi-government financial establishments. This category includes:

AgriBank

Infrastructural Development Bank of Zimbabwe (IDBZ)

Reserve Bank of Zimbabwe (RBZ)

People's Own Savings Bank (POSB)

Small Enterprises Development Corporation (SEDCO)

State Procurement Board

National Social Security Authority (NSSA)

Zimbabwe Revenue Authority (ZIMRA)

4) *Parastatals- Non Financial:* These are quasi-government non financial establishments. These category includes:

Agricultural Marketing Authority (AMA)

Air Zimbabwe (AZ)

Agricultural Rural and Development Authority (ARDA)

Central Mechanical Equipment Department (CMED)

Civil Aviation Authority (CAAZ)

Cold Storage Commission

Environmental Management Agency (EMA)

Grain Marketing Board (GMB)

Industrial Development Corporation (IDC)

Minerals Marketing Corporation of Zimbabwe (MMCZ)

National Arts Council

National Free Library of Zimbabwe

National Oil Company of Zimbabwe (NOCZIM)

National Railways of Zimbabwe (NRZ)

Net One

Powertel Communications

Printflow

Sports and Recreation Commission (SRC)

State Enterprise Restructuring Agency (SERA)

State Lotteries

Scientific and Industrial Research and Development Centre (SIRDC)

Tobacco Industry and Marketing Board (TIMB)

Urban Development Corporation (UDC)

Zimbabwe Broadcasting Holdings (ZBH)
 Zimbabwe Electricity Supply Authority (ZESA) Holdings
 Zimbabwe Electricity Transmission and Distribution Company (ZETDC)
 Zimbabwe Investment Agency (ZIA)
 Zimbabwe Iron and Steel Company (ZISCOSTEEL)
 Zimbabwe Mineral Development Corporation (ZMDC)
 Zimbabwe Power Company (ZPC)
 Zimbabwe Postal Services (ZIMPOST)
 Zimbabwe National Statistics Agency (ZIMSTAT)
 Zimbabwe National Roads Administration (ZINARA)
 Zimbabwe National Water Authority (ZINWA)
 Zimbabwe Schools Examinations Council (ZIMSEC)
 Zimbabwe Tourism Authority (ZTA)
 Zimbabwe United Passenger Company (ZUPCO)

- 5) *Households*: cases of paid domestic workers employees and for all persons engaged in production of goods for own family consumption in a household e.g. communal farming.
- 6) *Private Enterprise-financial*: These are privately owned/controlled financial establishments eg. Insurance companies, Banks, Micro-financial institutions etc
- 7) *Private Enterprise-non financial*: These are privately owned/controlled non financial establishments eg. Clothes retail shops, Furniture retail shops, Food outlets shops, Fuel Service Stations etc.
- 8) *Co-operative*: The term co-operative in brief means working together; the term may be split into Co-, which means together and operative, which means work. In a cooperative, each member takes part on an equal footing with other members in determining the organization of production, sales and/or other work of the establishment, the investments and the distribution of the proceeds of the establishment amongst their members. In other words, in the current context of the institutional sector of an establishment, the term “co-operative” only refers to those where its members work together and split the returns between all members. Only record producers’ cooperative as the answer when these conditions are met. An example would be a brick moulding cooperative where all members jointly buy inputs, work together to make bricks, and then split the profit between them.

Note that there are other types of cooperatives that are, however, not meant in this question. For example, there are supply co-operatives that are formed by consumers who wish to benefit from bulk-buying or savings co-operatives that are formed to enable members to save money and obtain loans. Sometimes private enterprises rely on a cooperative for part of their operations, such as marketing co-operatives that are usually formed in order to receive better prices for their products. However, they remain private enterprises and since they keep their operational profits and should therefore be recorded as ‘private’ (category 1).

9) *Non-Governmental Organisations (NGOs)*: These normally complement Government efforts in improving peoples' lives. Examples are religious organisations, churches, party institutions

10) *Other*: This includes establishments, which fall under non-profit making bodies like burial society, international organizations and foreign embassies and all others not mentioned above.

Informal Sector

Questions 36 to 38 are meant to come up with data on Informal Sector. For this survey, informal sector is defined as all those establishments that are not registered under national legislation, are private in institutional sector and engaged in economic activities other than agriculture. Their business premises are often temporary and can be on footpaths, streets, and open space; at a market; in (name's) home; in someone else's home; in another permanent building/fixed location or any other informal structures.

Q36 If code 6, 7, 8, 9&10 in Q35 ask "How many employees work in this establishment?"

1. 0
2. 1 to 4
3. 5 to 9
4. 10 to 49
5. 50 and above

You are required to circle the appropriate code with number of employees as given by the respondent.

For own-account workers (codes 4 and 5 in Q27) code 0.

(Note that the employer is not counted in the number of employees unless he/she works in the Establishment).

Q37 If code 6, 7, 8, 9&10 in Q35 ask "Is (name/establishment):"

1. Registered only.
2. Licensed only.
3. Registered and licensed.
4. Neither registered nor licensed.

(Note that "name" here refers to individual respondents such as gold panners, vendors, etc)

A registered establishment only refers to one, which is registered with the Registrar of Companies. Some establishments can be licensed only or they can be both licensed and registered.

Licensed only refers to authorisation of name/establishment by some authority be it Municipality, or Town Board, etc. to deal with or sell some commodity be it liquor, groceries, clothes, hardware, etc. Please note that some vendors can be licensed only.

Record “Not Applicable” N/A for communal, resettlement & peri-urban farmers.

Q38 If code 6, 7, 8, 9&10 in Q35 ask “Where is the establishment located?”

1. On a footpath, street or open space.
2. At a market.
3. In (name)’s home.
4. In someone else's home.
5. In another permanent building/fixed location
6. No fixed location.
7. Other (Specify)

Markets: these are outdoor locations where goods and services are exchanged. The traders (or producers) have stalls, but not entire stores. Often the markets are permanent, but it is also possible to have them temporary, with stalls only present for one or two days. The owner could be a municipality or a corporation and to be able to sell on these places, traders are required to obtain a license or pay a fee.

Q39 If Yes in any of Q21 or Q22, Ask “In the last 7 days, did (*name*) have any second job?”

1. Yes
2. No (skip to Q46)

Prompts: Do any type of wage or salary job – full time or part time, temporary, casual, piecework or permanent? Conduct or assist any type of business whether big or small (e.g. brew beer, sell cakes, make mats/clothes, etc)? Collect any water or firewood for payment in cash or in kind? Catch or collect fish or river products, wild fruit for payment in cash or in-kind. Do any work of any kind on own or the family farm, cattle post/kraal or other agricultural holding (chicken house, vegetable plot, etc)? The work can be for cash, income in kind, barter or for own consumption. Include any form of house construction or major maintenance? Make anything from own farm or natural products for sale or for own use? Help unpaid in a family business of any type? (e.g. help to sell groceries, grinding mills, helping cleaning business premises) ie these are non-agricultural activities

For distinction between main and second job see Q27.

Q40 Ask “What kind of work did (*name*) do in his/her second job in the last 7 days?”

Describe in 2 to 4 words e.g. "Communal Farming" "Bus Driving ", "Book-keeping", "Electronic Equipment Assembling"

Q41 Ask “In (*name*’s) second job in the last 7 days what was his/her status?”

1. Paid employee-permanent
2. Paid employee-casual/temporary/contract/seasonal.
3. Employer
4. Own account worker (communal, resettlement & peri-urban farmer)
5. Own account worker (other)

6. Contributing family worker
7. Member of Producer Co-operative

Definitions for these response categories are the same as for Q27.

Q42 Ask “What kind of economic activity is (*name/ establishment*) engaged in?”

Give description in 2 or more words' e.g. "Tobacco processing"
"Gold Mining"
"Tax Administration"
“Electrical Engineering”

Q43 Ask “In what Sector is this establishment?”

1. Central government
2. Local government
3. Parastatal -financial
4. Parastatal- non financial
5. Households
6. Pvt enterprises-financial
7. Pvt enterprises non-financial
8. Co-operatives
9. NGO's
10. Other (specify)

If codes 1, 2, 3, 4 and 5 Skip to Q45.

See Q35 for the definitions of these response categories.

Q44 Ask “Is (*name/ establishment*)

1. Registered only
2. Licensed only
3. Registered and licensed
4. Neither registered nor licensed

For definition of registration see Q37.

Q45 Ask “Did (*name*) have any other job(s) in the last 7 days?”

1. Yes.
2. No.

Remember that these are other secondary job(s) different from the second job asked in Q39

12. SECTION I: HOURS WORKED – For persons age 5 years and above

Where possible it is preferable for each individual to respond on his/her own behalf.

These types of questions seek to identify under-utilization of labour and people who work in excessive time.

Under-employed persons are those persons who worked less than a certain number of hours during the reference week but wanted to work more hours and were available to work more hours. Employment in excessive working hours refers to the employed persons whose hours actually worked in the reference week in all jobs exceeded 48 hours that is 49 hours or more per week.

Q46 Ask “How many hours does (*name*) usually work per week in

- a. Main job?**
- b. Second job?**
- c. Other jobs?**
- d. Total?”**

Record hours usually worked for all of the days of the week i.e. from day 1 to day 7 in the columns provided. Record the hours for main job, hours for second job and then combine hours of all other jobs (excluding main and second jobs) in the column “other jobs”. Then add all the recorded hours from the three columns and put the total in the ‘total column’.

NB: Travelling time to and from work as well as time spend on lunch and tea breaks is not considered under hours worked.

You should record the responses to the nearest hour, e.g. round off 74.5 hours to 75 hours and record as **75**; round off 78.4 hours to 78 hours and record as **78**.

If a person did not work for any hour record ‘**00**’.

The total hours should be three digits e.g **120, 050 and 000** if a person did not work for any hour.

Q47 Ask “How many hours did (*name*) actually work (including overtime) in the last 7 days in

- a) Main job?**
- b) Second job?**
- c) Other jobs?**
- d) Total?”**

Hours worked refer to what actually transpired at the work place and include the following: (a) hours actually worked during normal periods of work; (b) any overtime; (c) time spent at the place of work on work such as the preparation of the workplace, repairs and maintenance, preparation and cleaning of tools, and the preparation of receipts, time sheets and reports; (d)

- 2. Unpaid caring for the sick, disabled and elderly in own household**
- 3. Unpaid housekeeping and other home duties for own household, including washing clothes, cleaning house, shopping, cooking, etc?"**

Probe hours for each day of the reference period. You should record the responses of each category to the nearest hour, e.g. round off 74.5 hours to 75 hours and record as **75**; round off 78.4 hours to 78 hours and record as **78**.

If a person did not work for any hour record '00'

13. SECTION J: WORK RELATED INCOME –For persons age 5 years and above.

‘Work done’ here refer to the prompts in **Q21**. The income should be the gross amount. The income should be for work done in the previous month. In a case where a person worked in the previous month for pay but is still to be paid, record the value of the money to be paid. Do not record income in case where a person worked earlier before the reference month and then got paid in the reference month. Transfers/remittances, rentals and dividends are excluded from work related income.

Note that contributing family workers who did not do other work for pay are recorded in the response category 1 ‘None’, i.e. they received zero income.

If the household collectively received income, allocate this to the head of the household and record ‘None’ to all other members of the household.
Circle the correct response.

Q52 Ask “In (*name*’s) main job how much did (*name*) receive OR was entitled to receive as payment (both in cash and in kind) for work done in the month of May?”

Record answer given by the responded in the wage bands given. This question is asked only to respondents who are in paid employment that is those who would have responded code 1 or 2 in Q27. Response “No work done” is valid for persons who started to work in their main job during the month of June 2014 implying to say in May 2014 they were either unemployed or were working in other jobs other than their main current job.

Q53 Ask “In (*name*’s) second job how much did (*name*) receive or was entitled to receive as payment (both in cash and in kind) for work done in the month of May?”

Record answer given by the responded in the wage bands given. This question is asked only to respondents who are in paid employment that is those who would have responded code 1 or 2 in Q41. Response “No work done” is valid for respondents who did not do some work in their second job in the month of May 2014.

Q54 Ask “In (*name*’s) all other jobs how much did (*name*) receive or was entitled to receive as payment (both in cash & kind) for work done in the month of May?”

This question is to capture income from other jobs other than the main and the second jobs and again it has to be from work done in paid employment.

Skip to Q61

Q55 Ask “In (*name*)’s main job what were his/her earnings after expenses for work done in the month of May?”

This question is to capture income of persons who are either employers, own account workers (other) or members of producer cooperatives (codes; 3, 5, or 7 in Q27)

Skip to Q61

NB: It was agreed that due to measurement problems incomes of persons who are into farming activities will not be captured.

14. SECTION K: UNEMPLOYMENT - For persons age 15 years and above

Unemployment (strict definition derived from Q21, Q22, Q56 to Q60) refers to the category of people who during the reference period were:-

1. *without work* (i.e. were not in paid employment or self employment such as working for some benefit in cash or kind),
2. *currently available for work* (i.e. were available for paid employment or self employment during the reference period) *and*
3. *actively seeking employment* (i.e. have taken specific steps during the said period to seek paid employment or self employment)

These steps may take the form of registration at an employment exchange, seeking assistance from friends and relatives, etc.

Note that with the way the question is asked it is possible to also have the broad definition of unemployment (without work, available for work Q21, Q22 and Q56).

Q59 also intends to find the discouraged job seekers as well as scarcity of jobs.

Q56a *If code 2 in all Q21 and Q22 or If code 2 in Q22d (not employed) ask “Was (name) available for work if any opportunity to work for pay/profit or to start his/her own business existed in the last 7 days?”*

1. Yes
2. No (Skip to Q57)

Availability for work refers to whether the respondent would have started a job in the week, had he/she been offered a job. Availability for work is one of the variables that contribute to the derivation of labour force status. This question only applies to those aged 15 years and over who were not employed.

Q56b *How soon would (name) be available to start work*

1. less than or equal to 1 week
2. More than 1 week but less or equal to two weeks
3. More than 2 weeks but less or equal to four weeks
4. More than four weeks
5. No desire to work
6. Don't know

Q57 *Ask “Did (name) look for work in the last 30 days?”*

1. Yes
2. No (skip to Q59)

Q58a If code 1 in Q57 ask “How did (*name*) mainly look for work in the last 30 days?”

1. Registered or checked at any employment agency
Examples of employment agencies are Public Service Commission, Speciss, National Employment Services Department (NESD), etc.
2. Applied to employers, responded or placed advertisements
Note that Internet is also a form of advertisement.
3. Enquired at farms, factories or work sites
4. Asked friends or relatives about work
5. Seeking self employment: for example sought land, financial assistance, permit to start business
6. Looked for work by other means, (Specify)
Other means refers to grapevine, unsolicited job applications, etc.

Skip to Q60a

Q58b ask “for how long has (*name*) been without work and trying to find a job or start a business?”

1. Less than 3 months
2. 3 months to less than 6 months
3. 6 months to less than one year
4. More than one year
5. Don't know

Q59 If code 2 in Q57 ask “What was the main reason why (*name*) did not seek or not try to start a business in the last 30 days?”

1. Was waiting for the results of a vacancy competition or an interview
2. Awaiting the season for work eg. Cotton picking, tobacco grading, cutting grass e.t.c
3. Attending school or training courses
4. Family responsibilities or housework
5. Pregnancy related
6. Illness, injury or disability
7. Does not know how and where to look for work
8. Unable to find work for his/her skills...
9. Had looked for job(s) before but had not found any
10. Too young or too old to find a job
11. No jobs available in the area/district
12. Retired with Pension
13. Retired without Pension
14. Other reason (Specify):

Q60a Ask “Has (*name*) ever worked before whether for pay or family gain or in (*name*)’s own business?”

1. Yes
2. No (Skip to Q64)

Q60b Ask “How long ago was it since (*name*) last worked?”

1. Less than 3 months
2. 3 months to less than 6 months
3. 6 months to less than one year
4. More than one year
5. Don't know

15. SECTION L: RETRENCHMENT –For persons 15 years and above

This section is asked to all members of the household who are 15 years and above whether employed or not.

Q61 Ask “Has (*name*) ever been retrenched since June 2011?”

1. Yes
2. No (Skip to 64)

This question is for persons age 15 years and above, for those below 15 years record N/A. Retrenchment refers to a situation when an employee is laid off before retirement age due to downsizing, relocating, and business not viable, etc.

Q62 Ask “In which year was (*name*) retrenched?”

For a person retrenched for more than once record year of last retrenchment. Record retrenchments up to the end of May 2014.

Q63 Ask “What kind of economic activity was (*name*'s) employer engaged in?”

See explanation on Q34 regarding how to record the activity.

16. SECTION M: SOCIAL SECURITY –For all persons

Social Security is defined as “all cash and in-kind social transfers that are organised by state or parastatal organisations or are agreed upon through collective bargaining processes. Benefits arising from this arrangement include cash transfers such as pensions, employment injury benefits, short-term cash benefits (sickness and maternity benefits, unemployment benefits) as well as benefits in kind such as health services”.

Note that young children and babies can also receive benefits.

Q64 Ask “Is (*name*) currently receiving a monthly pension or any other social security funds?”

1. Yes, monthly pension
2. Yes, other social security benefit

3. Yes, both pension & other social security benefit
4. No (skip to Q67)

Q65 Ask “What was the amount of (name’s) last monthly pension/ benefit?”

Record the amount given by the respondent, the actual value should be in US Dollars. Note that cash transfers must not be included.

NB: The formulae for the calculation of monthly pension benefits given by NSSA is that 50% of the pension goes to the surviving spouse while the other 50% is shared among the children. However for the purposes of the 2014 LFCLS enumerators can record the full amount on the surviving spouse unless the chief respondent is fully knowledgeable about the amounts received by each beneficiary.

Q66 Ask “What is the source of funds?”

Responses are:

- a. NSSA
- b. Government
- c. Occupational pensions e.g. NRZ Pension, GMB, etc.
- d. Personal Pension Plan
- e. Other pensions(specify)

Note that on this question more than one response is acceptable.

Q67 Ask “Is (name) currently a member/beneficiary of any medical insurance scheme?”

Health insurance is insurance against the risk of incurring medical expenses among individuals. The survey seeks information on whether respondents are beneficiaries of any medical aid scheme.

Examples of medical insurance schemes are CIMAS, PSMAS, RAILMED, CELLMED, etc.

Responses are:

1. Yes
2. No
3. Don’t Know

17. SECTION N: WORK RELATED SAFETY – For persons age 5 years and above

The 2014 LFCLS solicits information on the perceived health and safety of workers in relation to their working environment. It is envisaged that NSSA and other stakeholders will use the information to evaluate existing initiatives and plan for improved health and safety measures at work places as well as related benefits for the workers injured or taken ill due to working environment.

This section focuses on the work related safety questions for the working population of age 5 years and above.

Q68 Ask “Is (*name*) exposed to any of the following at work?”

- a. Dust, fumes,
- b. Fire, gas, flames
- c. Loud noise or vibration
- d. Extreme cold or heat
- e. Dangerous tools (knives etc)
- f. Work underground
- g. Work at heights
- h. Work in water/lake/pond/river
- i. Workplace too dark or confined
- j. Insufficient ventilation
- k. Chemicals (pesticides, glues, etc.)
- l. Explosives
- m. Other thing, processes or conditions bad for health or safety (specify)

Read each option and record 1 for Yes or 2 for No for all options. Note that each work place has it's peculiar working environment and dangers surrounding that environment must be treated as such but this has to be coming from the respondent.

Q69 Ask “Has (*name*) ever been injured at the workplace or suffered from a work-related illness during the past 12 months?”

1. Yes, injured at workplace 2. Yes, work-related illness 3. Yes, Injury & illness 4. No
(for 5-17 years skip to Q73 & for above 17 years *skip to Q83*)

Q70 Ask “What was/were the nature of (*name*)’s illnesses/injuries?”

More than one response is acceptable, circle appropriate responses:

- a. Wounds, fractures, dislocations
- b. Internal injuries
- c. Dermatitis and other skin diseases
- d. Effects of radiation (welders flash, ionising radiation, etc.)
- e. Repetitive strain injuries or overuse injuries
- f. Physical stress factors e.g. noise-induced vibrations

- g. Lung and respiratory tract diseases.
- h. Foreign bodies (e.g. in the eye/ear)
- i. Chemical poisoning
- j. Multiple injuries
- k. Mental Illness
- l. Other (Specify).....

Other category includes such things as stress.

Q71 Ask “To what feature of (*name*)’s working environment was the accident/injury/illness related?”.

Note this refers to the most recent accident/injury/illness.

The responses categories are:

1. *Mechanical/ Physical hazards*: Poorly organised workplace e.g. tripping objects, flying fragments/sparks, risk of falling objects, unguarded machine parts, working with sharp tools, poor general lighting, loud noise, exposure to direct sun or fire, hand held vibrating machines, heat and dust pollution, etc.
2. *Electrical hazards*: Working with exposed electric wires and other electric gadgets, exposure to electric hazards.
3. *Chemical/Biological hazards*: Use of unlabeled chemicals, some stored in the open, smelly chemicals, skin contact with chemicals, exposure to traffic or machine fumes/smoke, mineral dust, germs, clean water not available.
4. *Ergonomic*: Lifting of heavy loads, standing for long hours, seat uncomfortable, work while squatting, bending, twisted, hands above shoulder level, rapid pace of work, repetitive movements, isolated work, dirty workplace or inadequate toilets.
5. *Psychosocial*: Mental / emotional stress due to factors such as harassment at work.
6. *Lack of Personnel Protective Equipment/Controls (P/PE)*: Lack of adequate and well maintained protective clothing and devices such as safety glasses, welding mask, hard hat, respirator, safety boots, gloves, overalls/dust coats/aprons, ventilation, etc.
7. *Other (Specify)*: Include issues like insects, animals and people.

Q72 Ask “What economic activity was (*name/establishment*) engaged in when the accident happened or which (*name*) suffered illness in the last 12 months?”

Responses are:

1. Agricultural, Hunting, Forestry & Fishing
2. Mining & Quarrying
3. Manufacturing
4. Electricity, Gas & Water Supply
5. Construction
6. Wholesale & Retail Trade, Restaurants and Hotels
7. Other (specify).....

18. SECTION O: CHILD QUESTIONS - For persons age 5-17 years only

In Zimbabwe, a child is anybody who is below the age of 18 years. Therefore, the questions here are for persons who are 5-17 years. These questions should be asked to the child or children, where possible.

Q73. Ask “Has (*name*) ever changed household(s) in the last 12 months

This question would like to find out if a child ever changed household(s). “**Change of household for child**” refers to a situation when a child moves from one household to another without the usual members of the previous household.

Circle the appropriate response.

Responses are:

1. Yes
2. No (*Skip to Q75*)

Q74 Ask “Why did (*name*) change households?”

1. To seek employment
2. To seek education (school)
3. To seek medication
4. Abuse in the last household
5. Marriage/divorce
6. Death
7. Marriage/divorce of parent/guardian
8. Relocation of parent/guardian
9. Other (Specify)

Q75 Ask “What does (*name*) do during his/her spare time?” (*more than one answer is acceptable*)

To be asked for all persons 5-17 years. More than one answer is acceptable.

Responses are as follows:

- a. Playing with friends/sisters/brothers
- b. Watching TV
- c. Listening to the radio
- d. Reading for fun
- e. Social networking
- f. Playing games alone
- g. Other (specify.....)

Playing with friends/sisters/brothers: includes playing snooker, chess/ nhodo, telling folk tales, swimming, etc.

Reading: probe in order to exclude those reading for school work/examinations.

Social networking: include Internet, WhatsApp, facebook, twitter, telephoning, etc.

If “Yes” in Q21 or Q22, ask Q76 to Q82.

Note: Children participate in work activities as a way of socialisation in growth. However, some work due to circumstances beyond socialisation and might not even participate in education or compromise their health. However, some children opt to be working for personal benefits while others out of necessity.

Q76 Ask “What is the main reason why (*name*) is working?”

Responses categories are:

1. To supplement household income
2. To pay outstanding debt
3. To assist/help in household enterprise
4. Education/Training programme is not suitable
5. Education/training institutions are too far
6. Other(please specify)

Q77 Ask “How often is (*name*) paid?”

Circle the correct response:

- | | |
|---------------------------|--------------------|
| 1. Piece rate | 2. Hourly |
| 3. Weekly | 4. Monthly |
| 5. Not paid (skip to Q76) | 6. Other (specify) |

Piece rate refers to (Mugwazo in Shona or Umgwazo in Ndebele) and are the same as Tickets/ Task rate as they are all payments made on completion of the task.

Q78. Ask “What does (*name*) usually do with his/her earnings?”

Responses are:

1. Give parents/guardian all through employer
2. Give parents/guardian all by him/herself
3. Give parents/guardian part through employer
4. Give parents/guardian part by him/herself
5. Spent all by self.
6. Other(specify)

Q79. If code 5 in Q78 Ask “How are (*name*’s) earnings mainly spent?”

Responses are:

1. Household responsibilities
2. Personal necessities
3. Luxury goods/services
4. Other (specify)

Household responsibilities include payment of school fees, purchase of food and other purchases which are incidental to the running of household.

Luxury goods/services include purchases of video games, MP3 players, toys, catapult, dogs, playing slug or snooker, etc.

Q80 Ask “At what age did (*name*) start to work for the first time?”

Record age for the earliest activity. Enter age in completed years e.g. a child who started working at the age of six, record as follows:

Age is an important variable as activity rates are calculated using it. Be careful not to round up ages to the next birthday e.g. the age of a child who started work at age four years and eleven months should be recorded as and **not** as

If the respondent does not remember the age at which s/he started work it might be possible to relate the age they started to work to that of someone else in the household or nearby household whose age is reliably known. If probing does not help, you may have to estimate the age as a last resort when other efforts have failed. Record for children who cannot answer the question for themselves. Minimise code by probing thoroughly.

Q81 Ask, “During which time of the day does (*name*) usually work?”

More than one answer is acceptable

- A. Morning
- B. Afternoon
- C. Evening/Night

Q82 Ask “For how many hours does (*name*) usually work per day?”

Record total hours worked per day in the column provided. You should record the response to the nearest hour, e.g. round off 7.5 hours to 8 hours and record as Record for children who cannot answer the question for themselves.

19. SECTION P: HEALTH

This section seeks to find the number of persons who fell ill during the month preceding the survey, May 2014, the health facility visited and the reasons for not visiting a health facility. Type of health facility utilised and affordability of health care are critical for planning health delivery system given perception of the population.

Q83 Ask "Was (*name*) ill/sick in last 30 days such that s/he was absent from work/school or was unable to play/perform normal duties?"

Illness/Sickness: For purposes of this survey, illness is defined as acute physical and mental condition which made the person to be absent from work/school or unable to play/perform normal duties.

1. Yes
2. No (Go to next person)

Q84 Ask "What was the main health facility visited?"

In this question, we are interested in **all health services**. *Also note that main health facility refers to the main source of treatment the respondent got.*

Record the facility visited for the most serious illness.

- 1) *Government/Mission/Council:* These include government, mission health facilities and community based mobile units, (even if it is owned by NGO's).
- 2) *Private hospital/clinic:* These should include private doctors as well as health facilities on mines and farms. You can also have medical practitioners coming to your house to administer treatment.
- 3) *Traditional healer/Herbalist:* These are registered and part of the modern facilities with structures from ward to national level (Ministry of Health and Child Welfare). Included in this category you have n'angas, herbalists, spirit medium, etc.
- 4) *Prophets/Faith Healer/Spiritual Healer:* As in 3) these are part of modern facilities
- 5) *None*

Q85 If code 5 in Q84 ask "What was the main reason why (*name*) did not visit a health facility?"

Circle the correct response:

1. Facility too far away
2. Cannot afford
3. Health facility closed
4. Home treatment
5. Treatment not necessary
6. No equipment at the health facility
7. Personnel not friendly
8. Other(specify)

Note: Home treatment is different from treatment at home. Home treatment refers to where you have the medicine or purchases some, including herbs.

Treatment at home refers to where prescribed medicines are taken at home after being to a health facility.

Q86 Ask “What was the total number of days (*name*) missed work/school/ unable to play/perform normal duties due to illness/sickness in the last 30 days?”

Record the number of days as given by the respondent.

NB: Enumerators are required ask all members of the household up to Q86 before going to Section Q on Housing Characteristics.

20. SECTION Q: HOUSING CHARACTERISTICS

This section seeks information on the housing characteristics of the population including tenure status, type of dwelling unit, source of energy used for cooking, main source of water used for cooking and drinking and toilet facilities. The characteristics are used to assess the living conditions of the population and directly or indirectly show the extent of vulnerability of the population to diseases and other hazards in the housing environment.

Note that for Q87 to Q93 circle on the response codes

Q87 Ask “What is the tenure status of the household?”

Tenure status refers to the arrangements under which the household occupies its living quarters and the nature of its rights to be there.

The response categories are,

1. *Owner/purchaser*: The household owns the house or is in the process of buying it. Please note that most people living in communal lands own their houses in terms of customary law and they should thus be recorded as owners/purchasers.
2. *Tenant*: The household occupies the whole dwelling unit and generally pays electricity and water charges to the urban authority. The terms of renting are under written agreement.
3. *Lodger*: The household rents whole or part of a dwelling unit, which belongs to an owner/purchaser or is under a tenant. Terms are not normally under a written agreement.
4. *Tied Accommodation*: The household occupies the dwelling unit by virtue of one of its members being employed by an establishment. The house belongs to the employer and is made available as part of the terms of employment. If the person leaves the job, s (he) is required to move out of the dwelling unit.
Examples of this type of tied accommodation include:
 - plantation and commercial farm compounds;
 - industrial and factory compounds;
 - domestic workers’ quarters;
 - railways and other industrial accommodation;
 - staff houses provided in schools, etc.
5. *Parent’s /guardian’s/ relative’s house*
6. *Other*: This may include those staying free in a dwelling unit but who constitute a separate household, e.g. a friend’s house.

Q88 Type of dwelling unit

This refers to the kind of housing occupied by the household. Circle one appropriate response code from the following categories,

1. *Traditional*: This is the old style family settlement in which a number of buildings are made of pole and dagga/bricks with thatched roofs and are used for living.
2. *Mixed*: This type is found in settlements where one or more of the buildings in a cluster is built of materials more modern than pole and dagga/bricks and thatch. If for example, one of the buildings is of bricks with a corrugated iron roof and the rest are of pole and dagga, the type of dwelling is considered “Mixed”.
3. *Detached*: This is a structurally separate dwelling unit which is built of materials other than pole and dagga. Access to the street is by means of a path, or step, directly on the pavement, not shared by other dwellings, and which can be properly regarded as part of the house and/or its garden. A main house (modern) and outbuildings (modern) on one stand/plot are considered as detached.
Semi-Detached: This consists of two or more dwelling units with a common wall between them, with their gardens separated by a fence, hedge or wall and whose access to the street or pavement meet the conditions set above for the detached dwelling unit.
4. *Flat/Townhouse*: A flat is a residential storey building or can be block of semi-detached houses. It is usually small in terms of basic provisions e.g. one or two bedrooms, one bathroom, lounge and a kitchen. A town house is a house bigger than a flat and is in town. It is normally a detached one-storey building with facilities normally found in a house.
5. *Shack*: Dwelling unit constructed out of any cheap, locally available material such as plastic or wood material.
6. *Other*: This may include temporary dwelling units such as a tent, caravan or wooden shacks, which is not normally intended for permanent occupation.

Q89 Ask “Does the household have access to electricity?”

Electricity can be accessed from different sources including Solar, Generator and the ZESA main grid.

Circle the appropriate response:

1. Yes, Main grid (ZESA)
2. Yes, Solar
3. Yes, Generator
4. No access

Q90 Ask “What is the household's main source of water for drinking?”

1. Piped water inside house
2. Piped water outside house (on premise)
3. Communal tap
4. Well/borehole protected
5. Well unprotected
6. River/Stream/Dam
7. Bottled water
8. Other (Specify)

Where the main source of water varies during the year, record the source that is used for the greater part of the year.

Q91 Ask “What is the household's main source of water for cooking?”

Where the main source of water varies during the year, record the source that is used for the greater part of the year.

Q92 Ask “What type of toilet facility is used most by this household?”

This type of information can be used to obtain a measure of sanitation level of the household since it is important for disease control and health measurement. It is access to the toilet facility, which is referred to here and not the ownership. The response categories are as follows:

Note that interviewers are required to observe the facility.

1. *Flush Toilet:* Water carries the waste down a pipe, whether the water is piped into the toilet or poured in using buckets.
2. *Blair Toilet:* This is a special ventilated pit latrine protected from flies and ventilates odours away from the latrine itself.
3. *Pit Toilet with slab:* A latrine with a squatting slab, platform or seat firmly supported on all sides which is raised above surrounding ground level to prevent surface water from entering the pit and for ease of cleaning.
4. *Pit Toilet other:* A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
5. *None:* This applies where none of the above facilities are available e.g. household members use a bush, bucket system.

Q93 Ask “What is the household’s main source of energy for cooking?”

This refers to the main source of energy mostly used. The “other” category may include saw dust, cow dung or straw. If the household uses electricity, check whether the dwelling has access to electricity in Q85. Probe and make comments if the responses are inconsistent.

21. SECTION R: QUESTION LEADING TO THE MIGRATION MODULE

Are there any persons aged 15 years and above who used to be usual members of this household who left to live abroad since June 2009? If “Yes” go to Migration module

NB: Persons referred to above should have lived in this household for at least 6 months prior to their departure

22. SECTION S: TOTAL NUMBER OF PERSONS LISTED AND PHYSICAL ADDRESS

Check the total number of males, females and grand total for the household and record these in the appropriate boxes.

Record the physical address, write your name in full e.g. Obert Chigovo and number on the questionnaire and enter the date of interview. Also record end time of the interview on the boxes provided. After you have completed enumerating the selected households in the EA, check again to make sure that all households have been covered.

MIGRATION MODULE

23. SECTION A: IDENTIFICATION

See Section A of the main LFCLS questionnaire on how to complete this section.

24. SECTION B: INTERVIEWER VISITS

Refer to Section B of the main 2014 LFCLS questionnaire on how to complete this section.

25. SECTION C: MIGRATION QUESTIONS

Q1 “Write down the full names of all the members who used to be usual members of this household who are now living abroad row wise on the spaces provided.”

NB: Q2 to Q17 are completed column wise for each of the members listed in Q1.

Q2 Relationship to Head of Household

Ask “What is the relationship of (name) with the head of household?”

The relationship being asked is to the current head of the household. See Q2 of the main 2014 LFCLS questionnaire regarding how to record responses and circle for each of the persons listed in Q1.

Q3 Sex

Ask “Is (name) male or female?”

See Q3 of the main 2014 LFCLS questionnaire regarding how to record responses and complete for each of the members listed.

Q4 Age

Ask “How old was (name) at his/her last birthday?”

See Q4 of the main 2014 LFCLS questionnaire on how to record responses and complete for each of the persons listed in Q1.

Q5 Ask “How many of (name’s) children under 15 years, currently live in Zimbabwe?”

Record the total number of (name’s) biological children under 15 years who are living in Zimbabwe as given by the respondent for each of the persons listed in Q1.

Q6 Ask “What was the highest level of education (*name*) had completed at the time of departure?”

See Q18 of the main 2014 LFCLS questionnaire on how to record responses and circle for all persons listed in Q1

Q7 Ask “When did (*name*) leave this household to live abroad?”

Record the month and year of departure for each of the persons listed in Q1.

Q8 Ask “Which country is (*name*) staying?”

Write the country names for each of the persons listed in Q1 on the spaces provided. In cases where one is moving in between countries establish if the person has a resident permit or temporary citizenship of any of the countries if so then record that country. If none then record the country where that person has spent most of his/her time during the last 12 months.

Q9 Ask “Is (*name*) working abroad?”

1. Yes (Skip to Q11) 2. No

Ask for each of the persons listed in Q1 and circle the appropriate response.

Q10 Ask “Is (*name*) looking for a job abroad?”

1. Yes 2. No

Q11 Ask “What was (*name*) doing at the time of departure from Zimbabwe?”

See Q25 of the main 2014 LFCLS questionnaire on notes of how to record responses on this question. Complete on the spaces provided for each of the persons listed in Q1.

Q12 Ask “What is (*name*) doing abroad?”

See Q25 of the main 2014 LFCLS questionnaire on notes of how to record responses on this question. Complete on the spaces provided for each of the persons listed in Q1.

Q17 Ask “During the last 12 months, how much money did (name) assist/support the household with?”

Record the amount in the boxes provided. All amounts should be recorded in US\$. Conversions should be done using exchange rates existing at the place of interviewer in other words ask the respondent for the conversion rate. If the respondent is not sure the enumerator should check from nearby shopping centres.

After completing the interview for all persons listed in Q1, record the end time of the interview.

APPENDICES

APPENDIX 1: THE GEOGRAPHIC FRAME

The basic administrative division of Zimbabwe is a hierarchical sub-division with the following successive levels, which are discussed in more detail below:

- Province
- Rural District Council
- Ward (Ward Development Committee Area)
- Enumeration Area (EA)

Provinces: Zimbabwe has 10 (ten) provinces. These are listed below including the 2012 Population and household figures.

Province	Number	Total H/Holds
Bulawayo	653 337	414 154
Manicaland	1 752 698	260 065
Mashonaland Central	1 152 520	323 634
Mashonaland East	1 344 955	315 315
Mashonaland West	1 501 656	161 615
Matabeleland North	749 017	147 814
Matabeleland South	683 893	318 770
Midlands	1 614 941	331 056
Masvingo	1 485 090	538 363
Harare	2 123 132	165 332
Total	13 061 239	2 976 119

Districts: The Provinces, except for Bulawayo, are sub-divided into districts.

Wards: Each district is divided into a number of wards. The Province of Bulawayo is "directly" divided into wards. Wards are also referred to by the term WADCO (Ward Development Committee). In urban areas, the administrative subdivisions end with the wards.

Harare has now four districts, namely, Harare urban, Harare rural, Chitungwiza and Epworth. Wards were directly demarcated into EAs whether in Rural or Urban Districts according to the 2012 Census.

The rural land use sub-division is based on the following five Land Use Sectors:

- Communal Lands
- Resettlement Areas
- Small Scale Commercial Farming Areas

- Large Scale Commercial Farming Areas
- Urban and Semi-Urban Areas

The urban implicit strata:

- ✓ Urban Council Areas
- ✓ Administrative Centres
- ✓ Growth Points and other Urban areas e.g. mining

Enumeration Area: An EA is defined as a well delimited area where enumeration is carried out by a single enumerator within a prescribed period of enumeration. An EA should comprise approximately 500 persons or 100 households. Zimbabwe was divided into about 29 365 EAs in the 2012 Population Census.

APPENDIX 2: THE GEO-CODE SYSTEM

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 2012 Population Census will use the ten digit code similar to that used in the 2002 Population Census.

Explanation of the 10 - digit system

Province	District	Ward	Sector	EA

The 1st 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 2nd and 3rd digits (District)

The second and third digits (2 & 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 4th and 5th digits (Ward)

The 4th and 5th digits (4 & 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 6th digit (Sector)

The 6th digit is a sector code, which gives 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 1 to 8 is used. The range of definition for this code is as follows:

Land Use Sector
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, Other Urban Area e.g. mine and service centre
8. State land e.g. national parks, safari areas. 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 7th 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, 5010617010 the sector code 17 is used for persons found in a hotel or guesthouse in an EA in communal lands e.g. Masumu Lodge in Binga district. During the 2012 census each household will have a separate 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 8th, 9th and 10th digits (Enumeration Area Number)

The 8th, 9th and 10th digits (8, 9 & 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 EAs. The 10th digit will allow the splitting of an EA in future while maintaining its original identity.

The example below shows how EAs will be split:

If in 2012 EA 5010617010 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 5010617010; the other two will be coded 5010617011 and 5010617012. For any geo-code therefore if the last digit is zero it will have a parent EA. This way data from past censuses or surveys can be compared since it will refer to the same areal units.

During the mapping exercise all EAs will end with a zero digit since the new geo-code system is now being used. Changes in the EAs mapped in 2000/2001 period will be reflected when updating household surveys sampling frame after the 2012 census.

In using this geo-code system, assigning of codes to areas at lower levels should be done within the framework of the level immediately preceding it – i.e. the serial numbering of areas should be done within, for example, the framework of each individual province in the case of districts, and within the framework of each individual district in the case of wards. It is imperative that each area is assigned a unique code that can only refer to that particular area. It is also imperative that no gaps or overlaps between areas occur. Finally, the areas defined at lower levels must in their aerial extent be completely defined within the area preceding the next higher level, and hence, ensure that no crossing of defined province, district and ward boundaries occurs.

APPENDIX 3 ADMINISTRATIVE DISTRICT AND COUNTRY CODES

MANICALAND	1	MASHONALAND WEST	4	MIDLANDS	7
Rural Districts		Rural Districts		Rural Districts	
Buhera	101	Chegutu	401	Chirumhanzu	701
Chimanimani	102	Hurungwe	402	Gokwe North	702
Chipinge	103	Mhondoro-Ngezi	403	Gokwe South	703
Makoni	104	Kariba	404	Gweru Rural	704
Mutare Rural	105	Makonde	405	Kwekwe Rural	705
Mutasa	106	Zvimba	406	Mberengwa	706
Nyanga	107	Sanyati	407	Shurugwi	707
Urban Areas		Urban Areas		Zvishavane	708
Mutare	121	Chinhoyi	421	Urban Areas	
Rusape	122	Kadoma	422	Gweru	721
Chipinge	123	Chegutu	423	Kwekwe	722
MASHONALAND CENTRAL	2	Kariba	424	Redcliff	723
Rural Districts		Norton	425	Zvishavane	724
Bindura	201	Karoi	426	Gokwe Centre	725
Centenary	202	MATABELELAND NORTH	5	Shurugwi	726
Guruve	203	Rural Districts		MASVINGO	8
Mazowe	204	Binga	501	Rural Districts	
Mount Darwin	205	Bubi	502	Bikita	801
Rushinga	206	Hwange	503	Chiredzi	802
Shamva	207	Lupane	504	Chivi	803
Mbire	208	Nkayi	505	Gutu	804
Urban Areas		Tsholotsho	506	Masvingo Rural	805
Bindura	221	Umguzo	507	Mwenezi	806
Mvurwi	222	Urban Areas		Zaka	807
MASHONALAND EAST	3	Hwange	521	Urban Areas	
Rural Districts		Victoria Falls	522	Masvingo Urban	821
Chikomba	301	MATABELELAND SOUTH	6	Chiredzi Town	822
Goromonzi	302	Rural Districts		Renco Mine	823
Hwedza	303	Beitbridge Rural	601	HARARE	9
Marondera	304	Bulilima	602	Harare Rural	901
Mudzi	305	Mangwe	603	Harare Urban	921
Murehwa	306	Gwanda Rural	604	Chitungwiza	922
Mutoko	307	Insiza	605	Epworth	923
Seke	308	Matobo	606	BULAWAYO	0
UzumbaMarambaPfungwe (UMP)	309	Umzingwane	607	Bulawayo Urban	021
Urban Areas		Urban Areas		AFRICAN COUNTRIES	
Marondera	321	Gwanda	621	Zimbabwe	000
ChivhuTown Board	322	Beitbridge Urban	622	Botswana	941
Ruwa Local Board	323	Plumtree	623		

Malawi	942
Mozambique	943
South Africa	944
Zambia	945
Other African Countries	949
OUTSIDE AFRICA	
United Kingdom	951
Other European Countries	952
American Countries	953
Asian Countries	954
Other Countries	959

APPENDIX 4: AGE DETERMINATION TABLE

If the birth is before June, the age of somebody born in an identified year is the figure in the top right of given box, if the birthday is after June; the lower figure is the correct age.

The Digit of the year of Birth										
	0	1	2	3	4	5	6	7	8	9
The first 3 Digits of the year of Birth										
191						98	97	96	95	
						98	97	96	95	94
192	94	93	92	91	90	89	88	87	86	85
	93	92	91	90	89	88	87	86	85	84
193	84	83	82	81	80	79	78	77	76	75
	83	82	81	80	79	78	77	76	75	74
194	74	73	72	71	70	69	68	67	66	65
	73	72	71	70	69	68	67	66	65	64
195	64	63	62	61	60	59	58	57	56	55
	63	62	61	60	59	58	57	56	55	54
196	54	53	52	51	50	49	48	47	46	45
	53	52	51	50	49	48	47	46	45	44
197	44	43	42	41	40	39	38	37	36	35
	43	42	41	40	39	38	37	36	35	34
198	34	33	32	31	30	29	28	27	26	25
	33	32	31	30	29	28	27	26	25	24
199	24	23	22	21	20	19	18	17	16	15
	23	22	21	20	19	18	17	16	15	14
200	14	13	12	11	10	09	08	07	06	05
	13	12	11	10	9	08	07	06	05	04
201	04	03	02	01	00					
	03	02	01	00						