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CHAPTER 1

INTRODUCTION

1. Namibia lacks adequate socio-economic data on the activities of her child population. In particular, the absence of quantitative and qualitative information on the practice and consequences of the hazardous and injurious work done by children is a matter of paramount policy concern. Child labour is high on the global agenda and there is a growing demand for countries and governments to effect scientifically based policies to address this growing global phenomenon. This first national Child Activities Survey is a response to this demand.
2. Data collection for the 1999 Namibia Child Activities Survey (NCAS) will be undertaken in February/March. This survey is the first important step towards understanding the nature of the child activities in Namibia.

The survey will be conducted nation-wide and the statistics from the survey will be presented at

- a) National level
- b) Urban/rural levels of the country
- c) Zone levels, which are defined by combining the regions

A representative sample of about 8500 households will be selected through a two-stage sample design.

3. It should be said that the work that children perform may be hazardous or exploitative and this work may as well be harmful to the health or physical, mental, spiritual, moral, educational or social development of the working children. Thus, the main target group for this survey is the child population aged 6 to 18 years in accordance with the United Nations definition of a child and the schooling age in Namibia. The information collected will be used to realize the over all objectives of the survey.

II. OBJECTIVES OF THE SURVEY

The 1999 Namibia Child Activities Survey will provide base line data on the activities of the child population in Namibia for planning purposes, policy implementation and monitoring and the evaluation of government development programmes aimed at

improving the status of the vulnerable socio-economic groups of the Namibian child population.

More specifically, the survey will,

- provide reliable and up-to-date data on the magnitude of the child labour phenomenon in Namibia for purposes of policy formulation at the national level as well as for different economic sectors.
- provide urgently needed data on the character, determinants and consequences of the hazardous and exploitative activities in which children are involved.
- provide a basis for future monitoring of trends and variations in the labour market.
- provide information on the conditions under which children work and even focusing more attention on particular issues such as hours of work, remuneration and occupational health and safety.
- investigate the effects that child labour impacts on the education of the children, whenever this phenomenon exists.
- enable the government and other non-governmental agencies to identify priority categories of the vulnerable children for interventionist policy measures and action programmes.
- generate up-to-date statistical information on the unacceptable child activities for community and public awareness.

III. LEGAL PROVISION

The Statistics Act 66 of 1976 is the principal legal tool, which empowers government agencies to collect data on socio-economic characteristics of the Namibian population. As such, the Ministry of Labour uses the mandate of this act to collect labour-related statistics on the Namibia population in accordance with the working collaboration between the Ministry and the Central Bureau of Statistics (CBS) which is the custodian of the Statistical Act.

The 1999 Namibia Child Activities Survey has been identified as a means of collecting information on the economic and non-economic activities of the child population and enriching the database of the National Labour Market Information System.

The Act empowers MOL's representatives – the interviewers – to enter houses of selected households at reasonable hours for the collection of required information.

It is demanded of interviewers not to reveal or discuss any information collected with unauthorised persons. To ensure this secrecy, all the interviewers and survey staff are required to take the *oath of secrecy*. Thus, all the information collected will be treated with *utmost confidentiality*.

The Statistics Act provides for penalties for the contravention of any of the provisions discussed above.

VII. SAMPLE SURVEY

Basically there are two different approaches in the collection of data from a population.

1. *Collect data from all the units of the population (Census).*

This method is known as a Census and is used in Population and Housing Census, Agricultural Census and Industrial Censuses. In this approach the scale of operation is large, hence it is expensive, takes lot of time, difficult to control and if not controlled properly will introduce lot of errors (Non sampling errors) which will lower the quality of data.

2. *Collect data from a sample (Sample survey).*

This method is known as a sample survey and is used more frequently than the Censuses. A sample is defined as a part of a population selected in the belief that it will be **representative** of the whole population. When the final unit of enumeration is the household then such sample surveys are also called household surveys.

There are of course problems related to sample surveys, which, if not properly controlled, will negatively affect the survey results. One of these is the **quality of the interviewers' work**. If the interviewers are not well trained and they do not execute their duties to the required standards, non-sampling errors will occur which are very difficult to control. Therefore, it is imperative that the interviewers should know their duties, what to do and what not to do before they go into the field. During the planning stages of the survey and in training sessions all the aspects involved should be clarified to the fullest to avoid confusion in the field.

However if all these aspects and issues are well taken into consideration by the planners of the survey and if the interviewers put in their dedicated effort, then the sample surveys will always yield good results.

VIII. ACCURACY OF SURVEY DATA

The objective of a sample survey is to make estimates of values of different characteristics of the population using observations from the selected sample units of that population. This population may be children 6 –18 years, persons, households, farms, shops etc. The different characteristics may be the number of children employed in agricultural sector, employed children not attending school etc.

The accuracy of survey estimates is generally taken to mean the closeness of that estimate to the exact or true value. The true value, which is mostly unknown, is the value that would be obtained, if data could be collected and processed without any errors for all of the units in the population. The error of a particular survey estimate is the difference between that estimate and the true value of the quantity being estimated.

This error can mainly be divided into two groups of errors: Sampling errors and non-sampling errors.

i. Sampling errors

Sampling errors arise from the fact that the observations are confined to a sample of the population rather than the whole population. The sampling errors can be minimised within the given budget if a suitable design is adopted and this error can always be calculated if a probability sample is used.

ii. Non-sampling errors

Apart from the sampling errors, non-sampling errors can arise at every stage during a survey operation. Unlike the sampling errors these non-sampling errors cannot be measured. We can only guess or feel about them. ***It is vitally important that these errors are controlled.*** If not properly controlled, the whole survey results may not be of any use. Hence everyone involved in the survey should clearly know what he or she is supposed to do and do that very carefully and correctly.

Two important type of non-sampling errors which the supervisors and the interviewers should know about are

1. *Non-response errors*, and
2. *Response errors*

Non-response errors

Non-response results from failure to obtain observations on some units selected for the sample. Non-response may be total or partial.

Total non-response refers to the failure to collect any survey data from a sample unit due to refusal, failure to find respondents at home, loss of questionnaires etc..

Partial or item non-response occurs when a unit fails or refuses to provide some specific items of information or the interviewer fails to ask the question or to record the answer..

Control of non-response errors

1. Contacting respondents

The interviewer should be able to make calls at sample units at times when respondents are likely to be at home.

2. Obtaining co-operation of the respondents

This depends on several factors. These are, the way in which the interviewers introduce themselves, the identification card they carry, what they say about the survey and the courtesy they show to the respondents. It can also be an important factor to gain the permission of local officials to proceed with survey work in their areas, and to obtain their help in gaining co-operation of sample units.

3. Interviewer's training

In personal interview surveys, the interviewer is bound to play an important role to maximise response. It is therefore essential for good response and to have accurate data that the interviewers should be well trained.

As such you should follow the instructions properly and have all the important points in mind. If you come across any problem in the field, you can use this instruction manual to come up with a suitable solution. Also always bear in mind, that your Supervisor is supposed and ready to give you all support.

The recommended way of dealing with non-response during the data collection stage of the survey is to make a thorough effort to obtain response from all or nearly all of the units sampled. If no acceptable respondent is available when a unit is first visited, a callback should be planned. If possible interviewers should ask neighbours when the occupants are likely to be at home. You should always try to complete the questionnaires for all the selected households as far as possible. Non-response may produce a serious bias to the final estimate. So, you should try to minimise the non-response rate as far as possible.

Response errors

Response errors also occur in the data collection phase of a survey.

The sources of response errors are:

1. *Inability of respondents to provide the desired information.*
Respondents' social background and level of education are main factors in this respect. Part of this may be due to recall errors, e.g. age in Completed years; Area of their farm etc.
2. *Sometimes respondents purposely report certain information*
Incorrectly, e, g. Income
3. *Interviewers can also be a source of error by:*
 - failing to put the questions clearly
 - influencing respondents to answer incorrectly
 - miss-recording correct responses

IX. FIELD OPERATIONS: GENERAL INSTRUCTIONS

Working Conditions during the survey

Once you are signatory to the contract of employment, it means that you have agreed to the conditions and the regulations governing the survey. You will abide by these regulations all the time while you are under contract. The following survey regulations have to be observed and *these regulations will be strictly enforced.*

Your presence, active-participation and devoted co-operation are absolutely vital for the successful completion of the fieldwork. The necessary information, training, equipment,

survey materials and other logistical support will be provided to you by the Head Office to enable you to accomplish the tasks as stated earlier.

- ***Collective responsibility and attendance.*** The survey machinery consists of various components and each component is vital for the success of the survey. Your presence is required every day of fieldwork.
- ***Absenteeism.*** Any person who is absent from duty during any part of training or fieldwork without prior approval from the team supervisor or regional supervisor will face severe disciplinary action.
- ***Competence and hard work.*** Maintaining your position as an interviewer or team supervisor is based on your competence and hard work. Therefore, your performance and ability must be high both during training and fieldwork.
- ***Exemplary behaviour.*** The interviewer represents the MOL; therefore, his/her conduct throughout the training and fieldwork must be professional and good in the eyes of the public. Always be aware of the fact that we are only able to do our work with the goodwill and co-operation of the public. Anyone found to be consistently aggressive, abrupt or disrespectful to the respondents in the field would face stiff disciplinary action.
- ***Familiarity with survey objectives.*** All field staff should be well acquainted with the objectives of the survey and the Statistics Act so that any query from the respondents could be easily clarified.
- ***Co-operation with community leaders.*** All field staff should maintain a very good relationship with the local officers of the respective areas such as Chief Regional officers, Governors, Town clerks, Headmen, Councillors, etc.
- ***Co-operation with other colleagues.*** For the survey to succeed, the head office staff, supervisors and interviewers must work closely together sharing difficulties, co-operating and supporting one another. The tasks will be assigned in a manner that enhances the co-operation and goodwill of the regional teams. Any member of the field staff who creates a disruptive influence on others will be dealt with severely.
- ***High-quality service.*** Interviewers should take all steps to provide high quality data from the field.
- ***Use of alcohol.*** Use of alcohol during working hours and during interviews with the respondents will be dealt with stiff disciplinary action or even with dismissal.

It is absolutely essential that data gathered during fieldwork is both accurate and valid. To control inaccurate or invalid data, regular spot checks will be conducted. Interviewers and/or Supervisors may be dismissed any time during fieldwork if their performance is considered inadequate for the high quality data and decent behaviour required for the survey.

XI. INTERVIEWER'S ROLE IN THE SURVEY

The interviewer plays a very important and active role in the survey because the reliability of the data collected depends on their accuracy. Data accuracy is enhanced with proper checking of every questionnaire. Second to respondents, the interviewers are the most important persons. Cooperation and confidence of the respondents should be gained and maintained earnestly in order to persuade them to answer the questions willingly.

The interview is an interactive process between two parties. This process can be divided into three different main phases:

- the introduction phase
- the interviewing phase, and
- the closing phase

During these phases, the interviewer has to act in different ways. In a word, the interviewer plays two different roles. There is a **formal role** and an **informal role**.

The **informal role** is used when the goal is to create a good atmosphere for communicating with the respondent. This role is mostly used during the introduction phase and the closing phase of the interview. During the introduction phase, it is important that the interviewer helps the respondent(s) to feel relaxed. To be selected for interview is, mostly, a completely new situation for the respondents, particularly for the children. They may have expectations or anxiety that this situation will be embarrassing or that they will not be able to answer the questions. Therefore, the interviewer has to help the respondents feel confident in this new unknown situation.

During the **closing phase**, it is very important that the interviewer uses the **informal role**. It is very common that the respondent tells other people about his/her experience of the interview. You must always remember that the respondent's impression of your visit is the base for the MOL's future successful data collection. Look upon yourself as an ambassador of the Ministry of Labour and discharge your duties accordingly.

The **formal role** is mostly used during the **interviewing phase**. The interviewer has to, as strictly as possible, follow the instructions and ask the questions as they are phrased. The interviewer may use the mixture of these two roles, depending on the type of the questions to be asked. The questions can be classified in three main types: -

- questions on **facts**
- questions on **attitudes** or **opinions**, and
- questions on **knowledge**

When asking questions on facts, the interviewer is expected to *probe* to get all information needed. When an interviewer asks questions on attitudes/opinions or knowledge it is absolutely forbidden to give explanations or to rephrase the question.

It is also imperative that the interviewer uses the informative role when he/she sees that the respondent has lost concentration. In this case, it can be useful to start some small conversation and thereafter continue with the interview. As an interviewer, you have to make a good balance of the formal and informal roles to allow the interview to flow smoothly.

A skilled interviewer can help the respondents to provide accurate responses. The non-sampling errors as discussed earlier do occur during data collection stage. These can be controlled to a considerable extent by having thoroughly trained interviewers and supervisors and, thereby, the accuracy of the final estimates can be improved. ***You should command a good knowledge of survey concepts, definitions and the instructions for completing the questionnaire.***

Bear the following points in mind when dealing with the respondents.

- ***Giving a good impression.*** Always do your best to make the respondents feel at home and relaxed when you interview them. With a few well-chosen words, you can put your respondent in the right frame of mind for the interview. A good introduction of yourself, the purpose of your visit and what sort of cooperation you expect from the respondent should all be briefly articulated.
- ***Adopting a positive approach.*** Do not approach the respondents in an apologetic manner by using phrases like “Are you busy?”, “Would you spare a few minutes?” or “Would you mind answering some questions?” Such an approach obviously invites refusal. Rather request the respondent that you would like to talk to, and ask him/her some questions.
- ***Stressing the confidentiality of the information.*** It is essential to stress the confidentiality of the information that the respondent will supply as stated in the Legal Provisions of the survey. You should never mention other interviews or show completed questionnaires to other interviewers or supervisors in front of the respondent or any other person.
- ***Frankness.*** You should be open and friendly to the respondent and be able to answer all questions from the respondent within the parameters of the survey operational rules.
- ***Pre-empting the respondents.*** Never suggest answers to the respondents, e.g. “I suppose you mean that” “Is that right?” Rather, probe in such a manner that the respondent comes up with the relevant answer. Avoid changing the wording or sequence of the questions from those in the questionnaire.
- ***Treating hesitating respondents tactfully.*** A respondent may simply say, “I don’t know”, or may give an irrelevant answer, act bored or detached or may contradict himself/herself or partially or completely refuse to answer. Try to gain the interest of the respondent by spending some time chatting to him about things that are not related to the survey (*but don’t over do it!*). Avoid interrupting the respondent or showing signs of rudeness when the respondent has given an irrelevant or elaborated answer. Listen to what he/she has to say and gently steer him/her back to the original question.
- ***Allowing the interview to flow.*** You should not hurry the interview. Hurrying the interview can affect the quality of the data. Remember also that the differences between you and the respondent can influence the interview negatively.

XII. FIELD OPERATIONAL ISSUES

It is imperative that interviewers should have a clear picture of the proposed field organization. The following procedures are designed for the field operation and you should understand each point mentioned in this section.

Field Operation Issues

It is imperative that the interviewers should have a clear picture of the proposed field organisation. The following procedures are designed for the field operation and you should understand each point mentioned in this section.

- The field staff is divided into teams of each **3** interviewers and **1** supervisor. No of teams will depend on the workload of the region. Teams within the region will be given a number (team 1, team 2.etc.).
- Each team is allocated 5 or 6 PSU's depending on the workloads and the logistical reasons.
- Listing operation and the data collection will be done in 2 phases. The supervisor will do the listing of each PSU to prepare the list of households as explained below.
- From the list of households in selected PSUs (Form L), 30 households are drawn in the form of a systematic sample by the Supervisor.
- The Supervisor will supply you with the FORM S: SAMLPE HOUSEHOLD SHEETS for PSUs and the necessary materials. He will also direct you to the selected households. If you cannot find the location of the selected households inform the supervisor and seek his help immediately.
- Each interviewer is responsible for enumerating his/her households during the assigned time. You are required to complete 5 questionnaires per day.
- After completing a questionnaire carry out the indicated checks immediately.
- You should be ready to hand over the checked questionnaires to the Supervisor on day to day basis.
- The Supervisor will check the questionnaires and if he finds out any errors or omissions then the questionnaire will be handed back to you. It is your responsibility to go back to the household to collect the correct information so that the questionnaire can be rectified.
- Once the work of a PSU is completed the checked questionnaires are handed over immediately to the editing and coding team in the centre by the Supervisor. This team will carry out the edit checks as well as the coding of the questionnaires and if they find out any errors then such questionnaires will be handed back to the Supervisor. The Supervisor and the team of interviewers will be responsible to go back to the household to get the correct information.
- After all these corrections and the final editing and coding the batch of questionnaires will be taken over by the Regional Supervisor to be despatched to head office.

When you visit the household for the data collection you may come across different situations where the household cannot be contacted. In such instances follow the under mentioned guidelines.

- If you cannot find any person in the household you must try to get information on when they are back so you can return to the household and conduct the interview as soon as possible. It may be good to leave a message indicating the purpose of your visit and that you are going to come back at a certain time.
- In certain cases when you go for interview you may not be able to identify the selected household because the household has moved from the original location *temporarily or permanently*. These cases should be brought to the attention of the supervisor immediately.
- If the selected household has moved *temporarily* away, you must try to get information on when they are likely to be back so that you can return to the household and conduct the interview as soon as possible.
- If the household has moved *permanently* away, then the dwelling unit, which this household was occupying, may be demolished, vacant, or occupied by another household. In this situation, you will have to find out whether the **selected household has moved to within or outside the PSU**.
- If it has moved to within the PSU then you have to follow it to the new location and conduct the interview.
- If it has moved outside the PSU, then a new household has to be selected from the listing form. **The regional supervisor will do this selection.** Hence it is very important that the interviewers report this matter quickly to the Supervisor.

CHAPTER 2

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

The previous chapter of this manual dealt with field operational issues in general. The aims and objectives of the survey have also been discussed. This chapter will provide detailed instructions for completing the questionnaire. It will further provide a wide range of definitions of concepts that are covered in the questionnaire.

The questionnaire consists of six pages and fifteen (13) sections. The first page appears in duplicate to accommodate households with more than 14 household members. The questionnaire is developed on a systematic filtering scale. It starts with the enumeration of all household members and their demographic characteristics and systematically filters out the adult population 19 years and above to reach to the target population of children aged 6 to 18 years. The activities of the children are then examined in details.

XIII. The Questionnaire

The various sections of the questionnaire are as follows:

Section A: Identification particulars of the household, including its geographical location.

Section B: Information on *all persons* who were *members of the household during the reference night*.

Section C: Information on the **education for those aged 6 years and above**.

Section D: Information on the **current activities of the adult population 19 years and above**.

Section E: The **usual activities of children aged 6 to 18 years**

Section F: Information on the **current activities of children aged 6 to 18 years**

Section G: The *employed children* and the nature of their work

Section H: The *unemployed children (first-time unemployed/ job seekers and those who have worked before)*

Section I: *Education and child economic activities*.

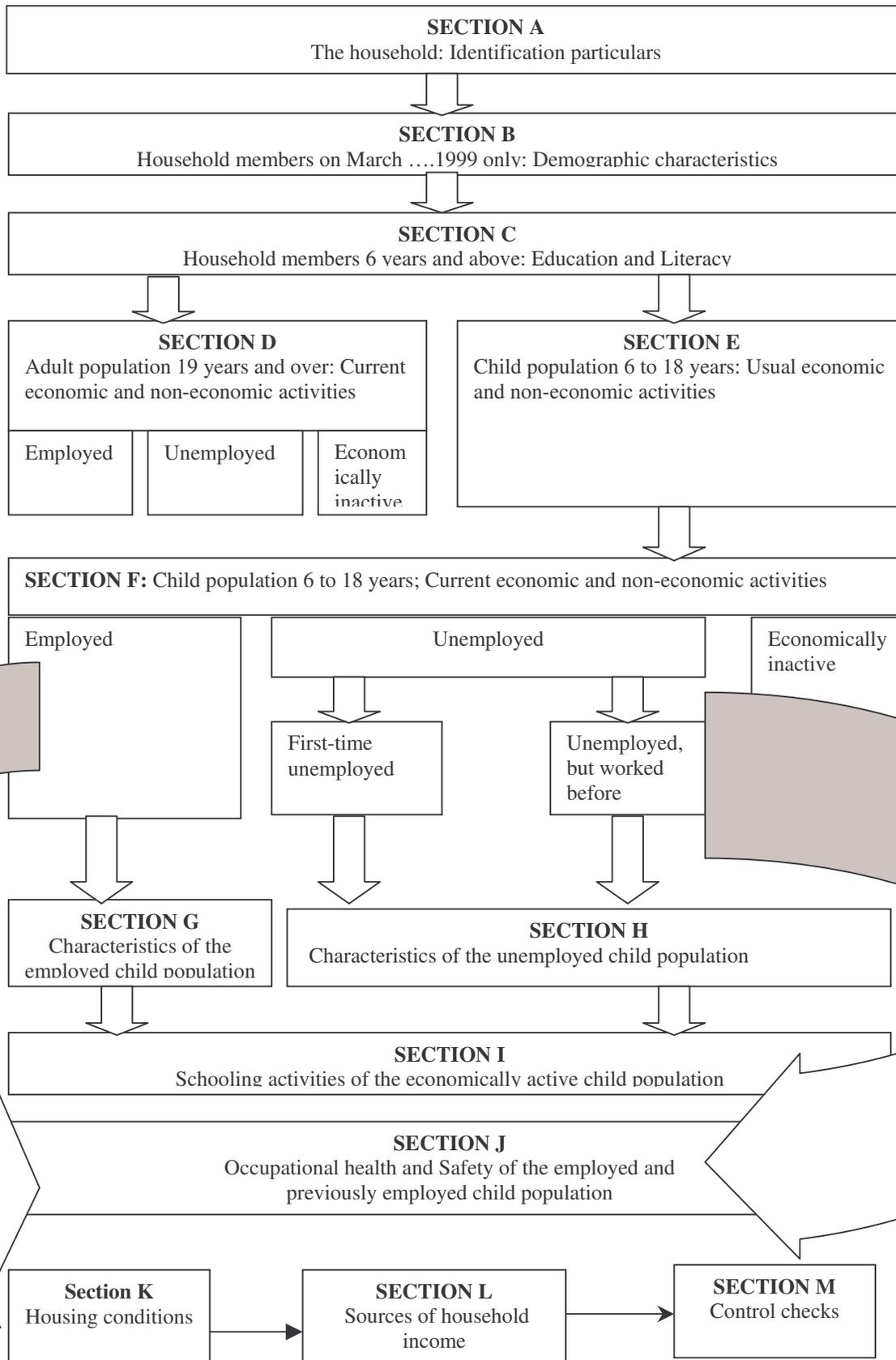
Section J: Information on the working conditions of the *employed children and the unemployed children who had worked before*.

Section K: The housing conditions in which children live.

Section L: Information on the sources of household income

Section M: Control information

2.1 Schematic Representation of the Questionnaire



General Procedures for Completing the Questionnaire

To be able to undertake the duties of a supervisor or an interviewer, you must understand:

- *how to fill the questionnaire correctly,*
- *how to ask the questions,*
- *what information the question is attempting to collect, and*
- *how to handle problems that might arise from the interview*

and know how to

- *correctly record the answers given by the respondent*
- *follow any special instructions or definitions in the questionnaire.*

Make sure that you complete the questionnaire yourself and keep it clean!

Asking questions and probing

When conducting the interview, follow the order on the questionnaire and ask the questions exactly as they are in the questionnaire. Speak clearly for the respondent to have no difficulty in hearing and understanding and, at times, you may have to repeat the question.

Recording responses

The recording of responses on the questionnaire should be done using a *blue, ballpoint pen*. The types of questions to be encountered in the questionnaire include those with:

- ***pre-coded responses*** where the responses are listed on the questionnaire. To record the answer, you merely circle the response code corresponding to the respondent's reply.
- ***open-ended responses*** where one must write the respondent's answer in the space provided, e.g. age, type of work done etc. If there is shortage of space, make reference to the person number and the column number and note the answer at the top or bottom of the questionnaire.

It is important to record the answers neatly. Write legibly where you are required to write. This recording, if done properly, will simplify the work of other persons, for example supervisors checking your work and data entry personnel.

Correcting Mistakes

If you make a mistake in entering an answer or the respondent changes response, cross out the incorrect response and enter the correct one. Draw two horizontal lines through the wrong response and write the correct one next to it, of course in the same column. ***DO NOT erase or obliterate the wrong entry.***

If you make several mistakes for one person in the household, cross out the whole line neatly with a single stroke and record the entire information in a new line/row

If you make a mistake involving the whole household, draw a diagonal line across the questionnaire and write '***SPOILT***' along it. ***DO NOT throw away the spoilt questionnaire!*** Spoilt questionnaires should also be handed in, together with the rest of the correctly completed questionnaires.

SECTION A: IDENTIFICATION

(TO BE COMPLETED ON ALL PAGES OF THE QUESTIONNAIRE)

The information to be filled in this section is for the geographical identification of each household selected for the survey. This information can be transferred from FORM S: Sample Household Sheet for the Primary Sampling Unit (PSU). Section A appears on the upper-left hand corner of every page of the questionnaire. Accordingly, it is compulsory that this section is completed for all pages of the questionnaire to avoid loss of information should any page break loose from the questionnaire.

Region

There are thirteen (13) administrative regions and the appropriate two-digit code for each region should be entered from *code list 2* in the appendix.

PSU-Number

Your supervisor will supply you with a unique three-digit number for each PSU. Enter the PSU number in this column.

Rural (R)/Urban (U) Classifications

Give the codes for rural/urban classifications from FORM S.

Sample Household Number

The sample number refers to the number of the selected household in the PSU (“Sample number” in FORM S, ranging from 1 to 30).

Form Number

The ‘Form Number’ relates to the number of questionnaires used for one household. In most cases it is one, but *if more than one questionnaire is used for the same household, then the form number of the second questionnaire should be coded “2”*.

Response Category

The response category relates to the completeness of the questionnaire, i.e. whether it is fully completed, partially completed or incomplete. **This should be filled in by the supervisor** after completing the questionnaire for completeness. Insert one code out of the following response codes:

1. Fully completed

Code “1” is to be entered when all questions in the questionnaire are fully and correctly answered and entered in the questionnaire. Together with the interviewer, the supervisor should make follow ups and attend to all minor errors and missing information before declaring the questionnaire complete.

2 Partially completed

Enter code “2” for a questionnaire that is not completed in full, i.e. some questions in the questionnaire are left unanswered by the respondent. This usually results when the respondent was not present during the interview and information will have to be supplied on his/her behalf. The interviewer should make every follow up effort with the assistance of the supervisor. *It should really be established that the missing information could not be obtained by all means before declaring the questionnaire partially complete!*

3 Incomplete – Refusal

Code “3” is to be entered for questionnaires that are incomplete due to refusal. The interviewer and the supervisor should try to persuade the respondent about the necessity of providing information and the confidentiality of the information thus provided.

4 Incomplete – could not make contact, or any other reason.

Enter code “4” for the questionnaire that is incomplete because the respondent could not be located or could not complete the questionnaire due to handicap or some other reasons.

Before beginning the interview, fill in the identification information in the upper left-hand corner of the questionnaire in Section A as explained earlier, except for the “Response Category” column.

SECTION B: FOR ALL PERSONS

(TO BE ADDRESSED TO THE HEAD OF THE HOUSEHOLD)

This section relates to **all members** of the household and provides information on the composition and demographic characteristics of the household. The questions in this section should be ***directed to the head of the household*** who, by virtue of his position, is most familiar with over all household composition. If the head of the household is not present, the next responsible person should answer the questions. Otherwise, make an appointment to come back if it is only children who are present.

The purpose of this section is:

- *to identify the household and give the structure for the interview;*

- to identify the size of the household by listing all household members during the **reference night**; and
- to identify the head of the household.

Box B.I: Definitions

1. A **private household** consists of one or more persons, related or unrelated, **who live together** in one (or part of one) dwelling unit and **have common catering arrangements**.

A person who lives alone and caters for herself/himself forms a one-person household.

2. **The head of household** is a person of either sex who is looked upon by other members of the household as **their leader or main decision-maker**.

Always bear in mind that this section is for all persons whom the Head of Household considers to have been members of the household **on the night of 14 March 1999**.

For the purpose of this survey, a selected household should have at least one person under the age of nineteen (19) i.e child among its members during the reference night. If there isn't at least one child in the household, you should inform your supervisor immediately.

In this survey, the target unit of enumeration is the household as defined above. Interviewers and supervisors should, at all times, keenly probe during listing and actual enumeration to find out if there are two or more households within one housing unit.

Column B1: Who stayed the night of Sunday 14 March 1999 in this household?

The purpose of this question is **NOT** to list all persons who usually belong to the household or present during the interview date. The persons to be listed are those and only those who were part of the household **on the night of Sunday, 14 March 1999**.

The following two exceptions are to be listed:

1. *Persons, who are usual members of the household, but were travelling the entire night of Sunday, 14 March 1999 and,*
2. *Persons who spent the night of Sunday, 14 March 1999 at work, if they came back to the household on the following morning of 15 March 1999.*

By enumerating household members in this way, double counting is done away with and everyone is counted elsewhere!

Name of the head of household

As it may be recalled from **Box B.I**, the **head of household** is the person of either sex who is looked upon by the other members of the household as their **leader or main decision-maker**. If he/she is absent, the next responsible household member should be entered as head.

The name of the **head of household** shall be entered in **Row 1** as **Person Number 01**.

List the names and surnames of all persons who were members of the household on the night of Sunday, 14 March 1999. Always enter the person who was heading the household as person number one.

The order of the listing should be as follows:

- head of household, spouse, unmarried children
- married children, their spouse and children
- relatives of head/spouse
- non-relatives

In situations where a man has more than one wife, list the first wife with her children, followed by the second wife and her children, etc.

For babies who have not yet been named, write “Baby of (mother’s or father’s name) in the space for name before person number.

If members of the household have the same surname, the first name and the first letter of the surname can be used for the members other than the head. This is illustrated in the following example with the following members – Mathews Haitembu, Victor Haitembu, Tuutaleni Haitembu,, Roux Haitembu, Penda Haitembu and Baby:

Mathews Haitembu
Victor H.
Tuutaleni H.
Roux H.
Penda H.
Baby of Mathews

In cases where a respondent refuses to give the names, explain that the names are only used in relation to subsequent information. State that publication of information will only be in statistical form and at no time will names be published. The names are entered on the questionnaires but will not be data captured.

Please note that the name of the head of household should be entered in the first row, as person number “01”.

When you have entered all the names, 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 and complete. At this stage probing and observing is essential especially where you feel someone who is physically present at the time of interview has been left out, e.g. a servant, baby, etc.

There should at least be one child (aged 6 to 18) in the household during the reference night in order for the household to be included in the survey.

Now you can start asking the questions for each member of the household. You should finalize one group of questions for all household members before proceeding to the next group of questions.

Column B2: Relationship to Head of household

What is (name)'s relationship to the head of household?

The purpose of this question is to collect information on the composition of the household. The codes for the categories are:

- 01 *Head*
- 02 *Spouse*
- 03 *Son/Daughter*
- 04 *Spouse of child*
- 05 *Grandchild*
- 06 *Parent*
- 07 *Other relative*
- 08 *Domestic worker*
- 09 *Non relative*
- 10 *Temporary visitor*

Circle the appropriate answer. Nieces and nephews will be included under “Other relative” category. Adopted and step-children to the head of household/spouse will be recorded under “Son/Daughter”. “Spouse of child” refers to the son/daughter-in-law of the head, i.e. the husband or wife of the child of head of the household. Where several persons who are not related by blood or marriage constitute a household, code one of them as the head and the rest as “Non relative”. A person who spent the reference night in the household but continued his/her journey the next day should be coded as a “temporary visitor”.

Column B3: Is (name) female or male?

Circle the correct response, i.e. either “1” for female or “2” for male.

If the person is around, you can observe the sex without necessarily asking the question but avoid inferring the sex of the person from names as there are names used by both sexes. In the case of young children, you should not deduce their sex from their appearance. e.g. dress. Do not argue with respondents about their sex. Enter the appropriate sex code as mentioned by the respondent.

Column B4: How old was (*name*) at his/her last birthday?

Entries should be made in completed years in column B4 as follows:

- “00” for children less than 1 year
 - actual age for other respondents
 - “99” for not known (very limited cases)
- For persons **95 years or older**, simply write down 95.

If the age is not known, probe to try to estimate age. This is time consuming and sometimes tedious. But it is important to take time to try to get the best possible information. If probing does not help, you may have to estimate the age as a last resort when all other efforts have failed. The use of the code “99”, i.e. *Not Known*, is for rare cases.

Converting dates of birth to ages in complete years

Most persons in Namibia either know their ages or dates of birth or have documents which show their dates of birth. If you have any doubts on the reported age, probe further. You can, e.g. use the ages of other persons in the household to estimate the age. A mother shall be at least 12 years older than her oldest child. Table B.II below

TABLE OF CONVERSION FROM YEAR OF BIRTH TO AGE IN COMPLETED YEARS

The Table assumes that the person was born in March 19....

Year of Birth	Before March ... 1999	After March ...1999
1999		00
1998	00	01
1997	01	02
1996	02	03
1995	03	04
1994	04	05
1993	05	06
1992	06	07
1991	07	08
1990	08	09
1989	09	10
1988	10	11
1987	11	12
1986	12	13
1985	13	14
1984	14	15
1983	15	16
1982	16	17
1981	17	18
1980	18	19
1979	19	20
1978	20	21
1977	21	22
1976	22	23
1975	23	24
1974	24	25
1973	25	26
1972	26	27
1971	27	28
1970	28	29
1969	29	30
1968	30	31
1967	31	32
1966	32	33
1965	33	34
1964	34	35
1963	35	36
1962	36	37
1961	37	38
1960	38	39
1959	39	40
1958	40	41
1957	41	42
1956	42	43
1955	43	44
1954	44	45
1953	45	46
1952	46	47
1951	47	48

Year of Birth	Before March ... 1999	After March ...1999
1950	48	49
1949	49	50
1948	50	51
1947	51	52
1946	52	53
1945	53	54
1944	54	55
1943	55	56
1942	56	57
1941	57	58
1940	58	59
1939	59	60
1938	60	61
1937	61	62
1936	62	63
1935	63	64
1934	64	65
1933	65	66
1932	66	67
1931	67	68
1930	68	69
1929	69	70
1928	70	71
1927	71	72
1926	72	73
1925	73	74
1924	74	75
1923	75	76
1922	76	77
1921	77	78
1920	78	79
1919	79	80
1918	80	81
1917	81	82
1916	82	83
1915	83	84
1914	84	85
1913	85	86
1912	86	87
1911	87	88
1910	88	89
1909	89	90
1908	90	91
1907	91	92
1906	92	93
1905	93	94
1904	94	95
1903	95	95
1902	95	95

Column B5: Where was (name) born?

The purpose of this question is to get a measure of “life-time” migration.

Birthplace refers to the **place where the respondent’s mother was usually living when she gave birth**, not the town or the hospital if the respondent was born in a hospital.

Enter the code for the region or country where the respondent was born. Make use of code **list 2**. For not known use code “999”.

Column B6: What is (name)’s nationality?

The information required is **the country** of which the **respondent is a legal citizen**, either **by birth or by naturalisation**. Do not deduce someone’s nationality from the language an individual speaks or from the country of birth. Record what the respondent tells you.

Fill in the appropriate code from *Code list 1*. For unknown, use ‘999’.

Column B7: Where does (name) usually live?

The purpose of this question is to obtain information on the place of usual residence. It is not always the case that the respondent usually resides at the place of enumeration. Place of usual residence is the town or village where a person usually lives, i.e. where a person **has lived for the past 6 months, or intends to live for the next 6 months**. Place of usual residence should not be confused with hometown or where a person comes from.

Enter the appropriate 3-digits code relating to region (with urban or rural classifications for those usually living in Namibia) or the country code for those usually living outside Namibia.

The *Code List 2* for regions, urban localities and countries is given in the appendix. For not known use code “999”

In the *Code list 2* you find two options:

For those usually living inside Namibia:

- enter actual **region code as the first two digits** and then;
- enter “1” as a **third digit**, if the place of usual residence is an urban locality, or
- enter “2” as a **third digit**, if the place of usual residence is a rural locality (**not found in the list of urban localities**).

For those usually living in another country other than Namibia:

- enter actual country code (3 digits)

Column B8: Where was (*name*) usually living last year, 1998?

The purpose of this question is to get a measure of internal and international migration. The place where the respondent was **living for most of 1998**, was his/her place of usual residence, i.e. the place where the respondent was usually residing during most of 1998.

Enter the appropriate code relating to the region and urban or rural for those who were living in Namibia or the country code for those who were living outside Namibia most of 1998. Use the same codes (**in Code list 2**) as in the above two questions.

For children **below one year**, record **N/A**. For not known use code “999”.

Column B9: What is (*name*)’s marital status?

People who live together and who regard themselves as husband and wife should be recorded as married. The answer must be accepted as given by the respondent and not to question the legal aspect of the marital status. Accordingly, a person shall be classified as “**married**” if currently married under the legal system or according to the customs of the local area. For those **currently married** under this group, you have to **probe further** to find out if they are married **with certificate**, or it was just a **traditional marriage**, i.e. only customary.

A person should be classified as “**consensual union**” if living together with a person of the opposite sex as husband and wife without any legal or customary ceremony.

If a person has been widowed but has since re-married or is living in a consensual union, (s) he should be recorded according to the current marital status. The same applies for a person who was once divorced but has since entered into another union.

Divorced/separated do 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/her marital status**.

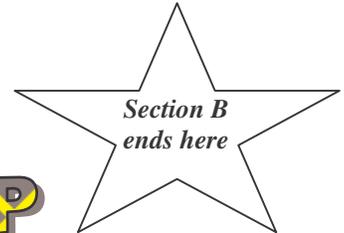
Please note that “never married” is **not** equivalent to “single” as the latter includes those who have never married and those who have been married but are currently divorced/separated or widowed. “Never married” strictly refers to those who have never entered into any marital union.

The response categories are:

- 1 *Never married*
- 2 *Married with certificate*
- 3 *Married traditional*
- 4 *Consensual Union*
- 5 *Divorce/separated*
- 6 *Widowed*
- 9 *Don’t know*



SECTION RECAP



in your questionnaire, please check that:

- *the persons enumerated are only those who were **present in the household during the reference night**, not just every household member present on the interview day!*
- *persons who spent the reference night travelling or at work (e.g security guards) are also counted*
- *among the household members present during the reference night, one of them was the head*
- *the head of the household is entered as person 01*
- *there was at least one child in the household during the reference night*
- *All questions in section B are completed for every household member*

**For the next section, Section C, only persons aged 6 years and above should be asked.
End interview for all children less than six (6) years.**

SECTION C: FOR PERSONS AGED 6 YEARS AND ABOVE
(TO BE ADDRESSED TO THE HEAD OF HOUSEHOLD)

Section C deals with education questions. These questions for all those persons who are aged 6 years and above, as recorded in Column B4. For children less than 6 years section C up to section D should be marked N/A.

Box C I: Definitions

1. *School/college attendance* refers to full time participation at any regular educational institution, public or private, for systematic instruction at any level of education.
2. *Educational attainment* is defined as the highest standard, grade or full academic year completed in a grade or level *without regard to pass/fail classifications*.

Column C1: Has (name) attended school/college?

The purpose of this question is to establish whether the respondent has attended formal education.

“School/college attendance” refers to any regular educational institution, public or private, for systematic instruction at any level of education. Examples of educational institutions are primary schools, secondary or high schools, vocational and technical schools, agricultural institutions, teacher training colleges and universities. **The attendance shall have been full time participation. Adult education is not to be classified as school attendance.**

The categories;

“1: *Never attended*” is for those, who have not attended any formal educational institution at all.

“2: *Still attending*” refers to all persons who are attending formal educational institutions and **include** those who are **temporarily absent from school or those on holidays**.

“3: *Left school/college*” refers to persons who had attended formal school/college but have left or completed their cycle and are no longer attending.

Circle the appropriate answer.
For not known write code “9”.

Column C2: What is (name)’s highest level of education completed?

The purpose of this question is to establish the respondent’s highest level of education attained and also to produce a “proxy” and a check for the literacy question.

It should be emphasised that the **full grade or standard must have been completed**. For example, the current grade/standard a person is in, is not yet completed and therefore cannot be taken as the highest grade/standard completed, e.g. a person presently in Grade 4, has completed Grade 3. However, a person who had spent a full academic year in a grade/level should be construed as having completed that grade/level.

Enter code from **Code List 3**. A list of the codes for highest level of education completed is shown in Code list 3. For not known use code “99”. For those who are in grade 1, write code “00”. The same code should be given to those in pre-school.

Check age in Column B4 for consistency, particularly for children.

Column C3: How many languages does (name) speak with understanding?

The languages in which a person can communicate may be an advantage for employment opportunities. Enter *the best three main languages* using the language code list (Code list 4).

Note that the respondent must be able to speak and communicate in the language with understanding. It is not enough to know only a few words.

Code the main (**first**) language on **top row**, **2nd language** on **middle row** and **3rd language** on **bottom row**. If it is only one language, enter the relevant language code on the first line, and then write “00” on the remaining two. If the respondent speaks two languages, enter the language codes for the first two lines, i.e. one line for each, and “00” for the last line.

Column C4: Can (name) write in any language?

The purpose of this question is to measure the level of literacy. Literacy means the ability to read and write in any language with understanding. A person who can only write the name or who can read but not write is illiterate, i.e. not literate.

Here, it is assumed that a person who can write can also read.

If the answer is “no”, circle code 2. If the answer is “yes”, circle code 1 and enter the code of the main (**first**) language on **top row**, **2nd language** on **middle row** and **3rd language** on **bottom row**. If it is only one language, enter the relevant language code on the first line, and then write “00” on the remaining two. If the respondent is literate in two

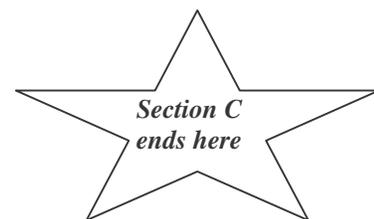
languages, enter the language codes for the first two lines, i.e. one line for each, and “00” for the last line.

The language codes are given in **Code list 4**.

For example, if a person can only write in English, put down 32 on the top row and 00 on both middle row and bottom row. If a person can write in Nama, Afrikaans and English, code 17 on the top row, 30 on the middle row and 32 on the bottom row, where 17, 30, 32 are the language codes for Nama, Afrikaans and English respectively. For not known code “99” on the top row.



SECTION RECAP



In your questionnaire, please check that:

- *all persons aged 6 years and above as recorded in column B4 are carried over to Section C.*
- *questions C3 and C4 are answered by all persons*
- *question C2 follows directly from code “2” or “3” in column C1*

Background Information to Sections D,E, F,G and H.

These sections deal with matters relating to economic and non-economic activities for two groups of persons. The first group is for the adult population 19 years and above. This is covered in Section D. The second group of persons comprises children aged six (6) to eighteen (18) years. This is covered in Sections E, F, G, H, I and J.

Two different reference periods are used in these sections. The first one refers to a period of 12 months before the survey and will provide information on the usual activities of children during this period. This is covered in section E. The second reference period refers to 7 days before the day of interview and will provide information on current

activities. This is covered in sections D and F. This short, 'floating' reference period is the one that relates to the 'adult' Labour force or the 'child' Labour force as the case may be. Thus, Section D covers the current activities of the adult population (19 years and above) while section F covers those of children (6 to 18 years).

The remaining sections will provide detailed information on the child Labour force. Section G will provide detailed information on the employed children while Section H relates to the unemployed children. Details on the working conditions for the employed and the previously employed children are provided in Section J. Sections K and L deal with housing conditions and sources of household income respectively. Section M is for control purposes.

SECTION D: FOR ALL PERSONS AGED 19 YEARS AND ABOVE (CURRENT ECONOMICALLY ACTIVE)

Note that only persons aged 19 years or more should be asked the questions in this section. These persons should be identified from column B4 in Section B.

Box D.I: Definitions

1. The **current activity status** is determined by the person's activity during the seven-day reference period according to specific priority rules. In accordance with these priority rules, the current activity status of the population is classified into two broad and mutually exclusive categories; the *currently economically active* and the *currently economically inactive* population.
2. **(Currently) Employed adult persons** are those aged 19 years or more who worked for pay, profit or family gain for at least one hour during a seven-day period before the interview or who did not work during that period but had a job or business to go back to.
3. **(Currently) Unemployed adult persons** are those aged 19 years or more during the seven-day period before the interview, did not work and had no job or business to go back to, but who were available or looking for work.
4. The *currently economically active adult population (Labour force)* equals the number of employed adult persons plus the number of unemployed adult persons.

Column D1: During the last 7 days did you work for at least one hour for pay, profit, or family gain?

This question seeks information to determine the currently employed adult population. **The reference period is 7 days preceding the interview day.** In other words, the reference period is not fixed but floating. The reference period is short enough for the respondent to recall well that week preceding the interview day. The respondent will answer either “**yes**” or “**no**” and you should circle the appropriate code as given by the respondent. For those persons who answered “**yes**”(i.e. code “1”) to this question, this means that these persons are employed. *End interview for these respondents. Otherwise, go to the next question, i.e. D2.* Detailed definitions of **those who are regarded as having worked, i.e. employed persons (permanently, temporarily, casually, seasonally) or self-employed** are given in **Box D.II.**

Box D.II: Who has worked?

A person is regarded as having worked/employed if he/she worked for at least one hour for pay, profit or family gain.

- a) all persons aged 19 years and above who were **in paid employment for at least one hour during the last 7 days** preceding the interview day irrespective of how much they were paid.
- b) Persons who were *self-employed for at least one hour during the last 7 days* preceding the interview day. These are persons who were in business themselves and include communal/subsistence and commercial farmers, shop owners (including cuca shops), basket weavers, traditional beer makers, etc. Those who sell fruits, vegetables by wayside or under the tree, wayside barbers, women who farm on their own farms with their household members on communal land are also included in this category.
- c) Persons aged 19 years and above who were **engaged in activities for a family member or a relative without pay**. For example, persons in this age category who looked after livestock without pay are examples of such persons. These persons are usually referred to as **unpaid family workers**.
- d) **Farmers, hunters and fishermen**, male and female, who farmed, hunted or fished for household consumption, **if this production makes up a substantial contribution to the total food consumption of the household, should be regarded as having worked**. All persons in this age bracket who **gather food for household consumption** are included in this category. In

addition, women who *grow mahangu* for household consumption are also included in this category.

- e) *Apprentices who received pay in cash or in kind.*
- f) Persons who, while engaged in household duties, were *at the same time in paid or self employment.*

For example, persons who, in addition to their household duties, engaged in any other of the following activities during the last seven days before the reference night should be considered as having worked and coded 01.

- Persons who collect firewood and sell part of it
 - Persons who make and sell traditional beer
 - Persons who milk cattle and sell part of the milk
 - Persons who weave basket and sell them.
- g) *Persons aged 19 years and above, whom while studying, were at the same time in paid or self-employment. Student who look after cattle after school hours or at weekends should be treated as having worked and coded 01.*

Column D2: Even though you were not working did you have a job, business or a holding (subsistence farming) which you will return to?

This question should be directed to every adult (19 years and above) except for those persons who have answered “yes” to question D1. The purpose of this question is to filter out all the employed persons including those persons who may be temporarily absent/away from work, for one reason or another, during the 7 days preceding the interview.

Included in this category are persons who **have a job or business, but who were temporarily not at work during the reference period for any specific reason and have formal attachment to their work.** Thus, a farmer/farm worker who did not go to his/her farm during the reference period because of drought, or sickness should be classified under this category. Persons in the fishing industry who did not work because of a slack season, who have assurance to go back to work also fall under this category. In the same way, a hairdresser or dressmaker who did not work during the last 7 days because of vacation or lack of customers should also be classified under this category.

If the answer is “yes”, (i.e. code “1”), proceed with the next question D3.
If the answer is “no”, (i.e. code “2”), go to question D4.

Column D3: Why didn’t you work during the last 7 days?

This question intends to find out the reasons why workers were temporarily absent from their work during the last 7 days. There may be more than one reason, but you should circle the code for the **main one**. Category “11”, other specify” is for those persons whose answers do not fall under anyone of the possible answers provided and the interviewer must clearly write down the reason.

The possible answers are:

- 01 Sick, injury
- 02 Holiday, vacation
- 03 Maternity, parental leave
- 04 Education leave
- 05 Strike, lock-out
- 06 Temporary-off
- 07 Reduction in economic activity
- 08 Temporary disorganization, suspension of work
- 09 Personal, family responsibilities
- 10 Off season
- 11 Other, specify
- 99 Don't know

Column D4: Did you look for work during the last 7 days?

This question is applicable to those persons who answered no, i.e. circled “2” in question D2. Here, there are only two possible answers: code “1” for “yes” and code “2” for “no”

If the answer is “yes”, end interview for this respondent, otherwise ask the next question.

Column D5: If you were offered a job during the last 7 days would you have been ready to work?

This question is applicable to those persons who answered no, i.e. circled “2” in question D4. Here there are only two possible answers as well: code “1” for “yes” and code “2” for “no”

If the answer is “yes” end interview for this respondent, otherwise ask the next question.

Column D6: Since you were not working for pay, profit or family gain, what were you doing during the last 7 days?

This question is applicable to all those persons who answered “no”, i.e. circled “2” in D5. It attempts to collect information on the inactivity status of all those persons who were neither employed nor unemployed during the last 7 days (i.e. all persons aged 19 years and above who have not worked, have no job, business or holding to return to (employed/self-employed), and the were not available or looking for work).

The possible activity categories are:

01: Homemaker

All persons, male or female, who are aged 19 years and above, and who, during the last 7 days were **full time engaged in household duties** and were **neither engaged in any paid or self employment and were not available or looking for work**.

Remember that persons who, while doing household activities, were also available or actively looking for work should not be included here.

02: Students

This category includes all persons, male or female, aged 19 years and above who during the last 7 days were **attending school** and who were **not** in any employment or self-employment and were **not** available or looking for work.

*Remember that persons who while studying were also available or actively looking for work should not be included here, **but should be categorised as unemployed.***

03: Income recipient

These are persons, male or female, who were **not in any paid or self-employment** during the last 7 days period but who **received income from rents or other investments.**

04: Retired

These are persons who are **retired** and **not working because of old age.** Note that retired persons currently in paid or self-employment should not be included here. Likewise, retired persons who are receiving income from rent or other investments should be coded 03.

05: Old age

These are persons who are **not in any paid or self-employment,** and **not working because of old age.** Note that old persons currently in paid or self-employment should not be included here. Old persons who meet these criteria but they are receiving income from rent or other investments should be coded 03.

06: Illness /Disabled

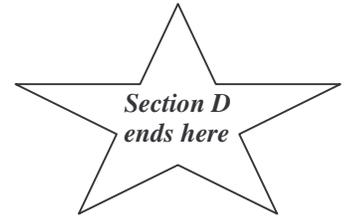
These are persons, male or female, who were **not working** and were **not available** for work during the last seven days **because of illness, disability or handicap.** Disabled persons looking for work or available for work should not be included here but should be categorised as unemployed. In the same way, disabled persons who are income recipients should be coded 03.

07: Other, specify

For persons not falling into any of the above categories, write code 07 and explain/specify at the top or bottom of the page. Remember to make **reference to Person number and Column number.**



SECTION RECAP



In your questionnaire, please check that:

- All persons 19 years or older are carried over to section D.
- each person is classified into **one and only one exclusive category**, namely; employed (D1 or D2), unemployed (D4 or D5) or economically inactive (D6).
- If code '1' in D1, end interview
- If code '1' in D2, ask D3 and end interview
- If code '1' in D4 or D5 end interview
- D6 is only for code '2' in **both** D2 and D5.

SECTION E: USUAL ACTIVITY OF CHILDREN 6 TO 18 YEARS

(TO BE ADDRESSED TO THE CHILDREN THEMSELVES)

Note that only children aged 6 to 18 years should be asked these questions. These persons should be identified from column B4 in Section B.

Box E.I: Definition: Usual activity status

The *usual activity status* is determined by a person's main activity. The *main activity* refers to what a person has been doing for the longest period within the last twelve months. The *usually active population* equals the number of usually employed plus the number of usually unemployed.

Column E1: What was your main activity during the last 12 months?

As it was stated earlier, the main activity refers to what a person has been doing for the longest period within the last 12 months. In case of a person who had more than one activity for equal periods of time, then the respondent should be the one to decide on the main activity.

Categories for type of activity

01: employed/self-employed

Detailed definitions of **children who are regarded as having worked, i.e. employed persons (permanently, temporarily, casually, seasonally) or self-employed** are given below:

Who is usually working?

A child is regarded as having worked if he/she worked for **pay, profit or family gain during the 12 months.** (See Box D.II)

- a) all children aged 6 to 18 years who were in **paid employment** for most of the last 12 months (March, 1998 to March 1999) preceding the reference night irrespective of how much they were paid.
- b) children who were **self-employed for** most of the 12 months preceding the reference night. These are children who were in business themselves and include basket weavers, traditional beer makers, those who sell fruits and vegetables by wayside or under the tree, wayside barbers, children who farm with their household members on communal land are also included in this category.
- c) children aged 6 to 18 years who were engaged in activities **for a family member or a relative without pay**. For example, children who looked after livestock for their parents or other relatives or work in their parent's farms without pay are examples of such persons. These children are usually referred to as **unpaid family workers**.

- d) **children**, male and female, who farmed, hunted or fished for household consumption, **if this production makes up a substantial contribution to the total food consumption of the household**, should be **regarded as having worked**. All children who **gather food for household consumption** are included in this category. In addition, children who **grow mahangu** for household consumption are also included in this category.
- e) **child apprentices** who **received pay in cash or in kind**.
- f) children who, while engaged in household duties, were **at the same time in paid or self-employment**.

For example, children who, in addition to their household duties, were engaged in any of the following activities during most of the last 12 months before the reference night should be considered as having worked and coded 01.

- Children who collect firewood and sell part of it
 - Children who make and sell traditional beer
 - Children who milk cattle and sell part of the milk
 - Children who weave baskets and sell them.
- g) **children aged 6 to 18 years** who, while studying, were **at the same time in paid or self-employment**. Student who look after cattle after school hours or at weekends should be treated as having worked and coded 01.
- h) **Those who did not work but have a job or business or a holding (subsistence farming) should also be coded 01.**

Included in this category are children who **have a job or business, but who were temporarily not at work during the reference period for any specific reason but they have formal attachment to their work**. Thus, a farm worker who did not go to his/her farm during the reference period because of drought, or sickness should be classified under this category. Children in the fishing industry who did not work because of a slack season, who have assurance to go back to work also fall under this category. In the same way, a hairdresser or dressmaker who did not work during the last 12 months because of vacation or lack of customers should also be classified under this category.

2 Looking for work/unemployed

Children, male or female, who have not worked for most of the last twelve months but they were available or actively looking for work should be classified under this category.

3 Pre-school

All children, male or female who for the most part of the last twelve months were enrolled in pre-school activities and who were not in any employment or self-employment and were not available and looking for work are in this category.

4. Student

This category includes all persons, male or female, aged 6 to 18 years who, during most of the last 12 month's period, were **attending school** and who were **not** in any paid employment or enterprise and were **not** available or looking for work.

Remember that children, who while studying, were also available or actively looking for work and available for work should not be included here, but should be categorised as unemployed.

5. Homemaker

All children, male or female who are aged 6 to 18 years and who, during most of the last twelve months, were **full time engaged in household duties** and were **neither engaged in any paid or self employment and were not available or looking for work.**

Remember that homemakers who, while doing household activities, were also available or actively looking for work should not be included here.

6. Too young/sick

All children aged 6 to 18 years who, for the most part of the last twelve months were too young to work or look for work and they were not enrolled in pre-school or they were sick for most part of the last twelve months belong to this category.

7. Disabled

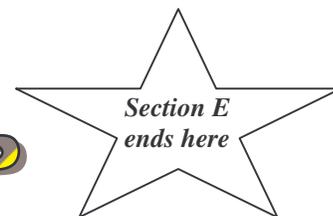
These are children, male or female, who were **not working** and were **not available** for work during the last seven days **due to disability or handicap**. Disabled children who worked, available or looking for work should not be included here.

8: Other, specify

For children not falling into any of the above categories, circle code 08 and explain/specify at the top or bottom of the page. Remember to make **reference to Person number and Column number.**



SECTION RECAP



In your questionnaire, please check that:

- *all children aged 6 to 18 years as recorded in column B4 are transferred to section E with their correct person numbers.*
- *All children aged 6 to 18 years are categorised by their main activities.*

SECTION F: CURRENT ACTIVITIES OF CHILDREN 6 TO 18 YEARS OLD

(TO BE ADDRESSED TO CHILDREN THEMSELVES)

Column F1: Did you do any work for pay, profit or family gain during the last 7 days, even for one hour on any day?

This question seeks to determine the number of the currently employed children who have *actually worked* for at least one hour during the last seven days. **The reference period is 7 days preceding the interview day.** In other words, the reference period is not fixed but floating. The reference period is short enough for the respondent to recall well that week preceding the interview day. The respondent will answer either “**yes**” or “**no**” and you should circle the appropriate code accordingly. For those children who answer “**yes**” i.e. code “**1**” to this question, the interviewer should proceed to Section G (Employed Children). Otherwise, go to the next question, i.e. F2.

Note: The type of economic activities are as explained in section D and E (See Box D.II)

Column F2: Even if you did not work during the last 7 days for some reason, did you have a job or work from which you were absent?

This question should be directed to every child (6 to 18 years) except for those persons who have answered “yes” to question F1. The purpose of this question is to filter out all the employed children (i.e those who worked and those who were temporarily absent/away from work, for one reason or another, during the 7 days preceding the interview).

If the answer is “yes”, i.e. code “1”, proceed with the next question F3.

If the answer is “no”, i.e. code “2”, go to question F4.

Column F3: Why didn't you work during the last 7 days?

This question intends to find out the reasons why child workers were temporarily absent from their work during the last 7 days. This information is very important for policy-making purposes. There might be more than one reason, but you should **record only the main one**, i.e. only one code should be circled here. Category "7", 'Other specify' is for those answers which do not fall under anyone of the possible answers provided and the interviewer must clearly write down the reason.

The possible answers are:

- 1 *Sick, injury*
- 2 *Holiday, vacation*
- 3 *Strike, lock out*
- 4 *Reduction in Economic activity*
- 5 *Temporary disorganisation, suspension of work*
- 6 *Off season*
- 7 *Other, specify*

(Go to section G)

Column F4: Did you look for work during the last 7 days?

This question is applicable to those children who answered no, i.e. circled "2" in question F2. It seeks to establish the population count of the unemployed children who are actively looking for work.

If the answer is "yes", go to Section H, otherwise proceed with F5.

Column F5: If you were offered a job during the last 7 days would you have been ready to work?

This question is applicable to those persons who answered "No, i.e. coded "2" in F4. It seeks to establish the population count of the unemployed children who, for some reasons, did not take steps to actively look for work.

If the answer is "yes" proceed to Section H (Unemployed); otherwise ask the next question.

Column F6: Since you were not working for pay, profit or family gain, what were you doing during the last 7 days?

This question is applicable to all those children who answered “no”, i.e. circled “2” in D5. It seeks to collect information on the inactivity status of all those children who were neither employed nor unemployed during the last 7 days, i.e. all children aged 6 to 18 years who have not worked, have no job, business or holding to return to (employed/self-employed), and they were not available or looking for work (unemployed).

The possible activity categories are:

1: Student

This category includes all persons, male or female, aged 6 to 18 years who, during the last 7 days, were **attending school** and who were **not** in any paid employment or enterprise and were **not** available or looking for work.

Remember that students, who while studying were also available or actively looking for work should not be included here, but should be categorised as unemployed.

2: Too young

All children aged 6 to 18 years who, for the 7 days were too young to work or look for work and they were not enrolled in pre-school belong to this category.

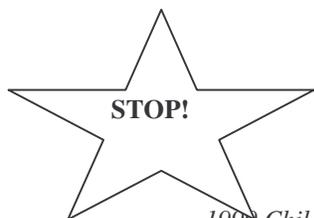
3: Illness, disabled

These are children, male or female, who were **not working** and were **not available or looking** for work during the last seven days **due to their illness, disability or handicap**. Disabled children available or looking for work should not be included here.

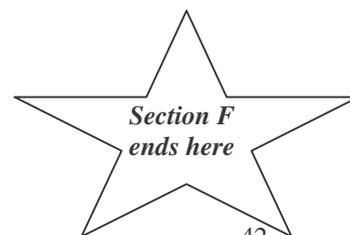
4: Other, specify

For children not falling into any of the above categories, write code 04 and explain/specify at the top or bottom of the page. Remember to make **reference to Person number and Column number**.

(For all these codes, no further questions. End interview for all these respondents)



SECTION RECAP



In your questionnaire, please check that::

- all children aged 6 to 18 years are carried over to section F.
- each child is classified into **one and only one exclusive category**, namely; employed (D1 or D2), unemployed (D4 or D5) or economically inactive (D6), according to the priority rules of the Labour force framework.
- If code '1' in F1, no further questions, go to section G.
- If code '1' in F2, ask F3 and go to Section G.
- If code '1' in F4 or F5, go to section H.
- F6 is only for code '2' in **both** F2 and F5. End interview for all entries in F6.

SECTION G: EMPLOYED CHILDREN 6 TO 18 YEARS OLD

Column G1: Describe briefly your main occupation e.g. what was the nature of work or job that you did?

The purpose of this question is to establish the occupations in which child labour is concentrated. The kind of work and the duties that the child performs at his/her workplace functionally describe the occupation of working child. You must write a short description of the work and/or duties that the child performs at the workplace. This descriptive information will assist in coding the right occupation of the respondent.

*It is important that **the interviewers write clear descriptions of the work done including the job title of the working child.***

Column G2: For Office use only

This column is for office use and will be completed by coders. ***Interviewers should not write anything in this column.*** The coders will find the right occupational codes for occupations described in column G1. The ***Code List 5*** for occupations from the Namibian Standard Classification of Occupations will be used. The editor/coder will use three digits for the occupation and fill this code in this column.

Column G3: Describe briefly the activities carried out at your workplace e.g. products produced or services offered?

Activities refer to the type of business or functions or work carried out at the respondent's workplace. The information in this question will help to classify the child's workplace in the right industry. The interviewer must describe the type of activities taking place at the child's workplace as mentioned by the child.

Column G4: Office use

This column is for office use and will be completed by coders. *Interviewers should not write anything in this column.* The coders will fill in a two-digit code(*Code list 6*) for the right industry as described in G3. The International Standard of Industrial Classification (ISIC) code list will be used to classify the respondent's workplace into the right industry.

Column G5: In your job did you work as...

This question is to collect information on the status in employment. Different employment statuses are given below. The interviewer should circle the corresponding code for the respondent's status.

- 1 *Regular paid employee with fixed wages*
- 2 *Casual paid employee*
- 3 *Paid employee by piece rate or service performed*
- 4 *Paid non-family apprentice*
- 5 *Contract cultivator*
- 6 *Own account worker*
- 7 *Unpaid family worker*
- 8 *Other, specify*

All working children of either sex, aged six (6) to eighteen (18) years shall be classified in one of the above categories.

1. Regular paid employee with fixed wages

These are children who, for at least one hour during the reference period, were in paid employment, work for a fixed wage rate and receive regular cash remuneration.

2. Casual paid employee

These are children who are not in permanent employment, but have temporarily worked for at least one hour during the reference period for as long as the employer needed their services and received payment in cash or in kind.

3. *Paid employee by piece rate or service rendered*

These are children who, during the reference period, have worked for at least one hour as piece-workers for one or more employers and received payment for the job components done.

4. *Paid non-family apprentices*

These are children who do not have a regular employment contract, but have worked for at least one hour during the reference period as apprentices for a non-family member and received payment in cash or in kind.

5. *Contract cultivator*

These are children who, during the reference period, were contracted for at least one hour to work in crop farming. They usually work for a fixed period and are paid in cash or in kind at the end of the contract period or on a piece rate basis.

6. *Own account worker/self-employment*

Own account children are those who, for at least one hour during the reference period, operated their own enterprises, e.g petty trader or carpenter or have worked for their own consumption, profit or family gain. Children who are pursuing their own economic endeavours, e.g; basket weavers, traditional beer makers, street vendors, wayside barbers, homemakers who, in addition to household chores, collect and sell firewood, make and sell traditional beer, milk and sell milk, etc are also included in this category.

7. *Unpaid family worker*

Unpaid family workers refer to children who are related to the head of the household and who, for at least one hour during the reference period, worked without pay or profit.

8. *Other, specify*

Circle code 8 and write specification on top or bottom of the page. Remember to make reference to *person number and column number*.

Column G6: Where did you carry out work during the last 7 days?

The purpose of this question is to establish the workplaces and establishments where child labour is prevalent. The categories for establishments are given below:-

01 *Own dwelling*

- 02 *Employer's dwelling*
- 03 *Factory*
- 04 *Farm, subsistence*
- 05 *Farm, commercial*
- 06 *Street*
- 07 *Restaurant*
- 08 *Workshop*
- 09 *Shop*
- 10 *Other, specify*

1. *Own dwelling*

The work done was carried out at the child's household.

2. *Employer's dwelling*

The work done was carried out at the employer's household in a non-farming area.

3. *Factory*

The work performed was carried out at an industrial factory. These are usually labour-intensive, large-scale factories in agriculture, fishing, mining and manufacturing sectors.

4. *Farm, subsistence*

The work was carried out at a subsistence/communal farm. This includes crop farming, animal rearing, collecting firewood, fetching water and any other domestic chores in a communal locality.

5. *Farm, commercial*

The work was done at a commercial farm and may include activities described above.

6. *Street*

The child worked on the street and this may include such instances as selling fruits, newspapers, magazines, vegetables, homemade liquor or any other commodities.

7. *Restaurant*

The child worked in a restaurant as a waiter, waitress, cook, cashier, cleaner, security etc.

8. *Workshop*

The child worked at a workshop for repair, sewing or any other engagement.

9. Shop

The work done was carried out at a shop where the child worked as a cashier, cleaner or any such activities as packaging, off-loading, etc.

10. Other, specify

Circle code 10 and write specification on top or bottom of the page. Remember to make reference to *Person number and column number*.

Column G7: How old were you when you started working for an income (in cash or in kind) or as an unpaid family worker/helper?

The purpose of this question is to determine the age at which the child started working for the first time. If the year when the child was born and the year when s/he started working are known, the age on the first year of work could be determined. Use Table I, p.... to convert ages.

Column G8: How many days did you work during the last 7 days?

Enter the total number of days that the child worked for at least one hour during the last seven days preceding the interview date. Note that the number of days cannot exceed seven.

Column G9: Usual hours; How many hours a day do you usually work?

Usual hours refers to the hours that the respondent usually works on each day in his/her job. Write down the number of hours that the respondent **usually works per day**. *The number of hours usually worked per day is less than 24.*

Column G9: Actual hours; How many hours did you actually work during the last 7 days?

These are hours actually worked by the respondent. Only children who actually worked for at least one hour during the last seven days, coded *1 in F1*, have actual hours of work. The total number of actual hours worked for the last seven days is the sum of all hours actually worked per day during the last seven days.

Sum up the number of hours actually worked during the last seven days.

Column G10, G11: What is your usual amount of pay during the last month?

Usual amount of pay in cash or in kind refers to the amount that the respondent is usually paid per month for his/her job. Write down the cash/salary usually paid per month. Furthermore, if the respondent also usually receives monthly payments in kind, write down the dollar value of this payment. If there are no usual payments in kind, write 00.

Columns G12, G13: What amount was actually paid to you during the last pay period?

Actual amount of pay in cash or in kind refers to the amount that the respondent was actually paid for his/her job. Write down the cash/salary actually paid during the last pay period. Furthermore, if the respondent also did actually receive payments in kind for the last pay period, write down the dollar value of this payment. If there were no actual payments in kind, write N/A.

The actual amount paid is only for those children that are in paid employment, coded 1 – 4 in G5.

Column G14: How often do you get paid?

This question seeks information on the periodicity of payments. It seeks to find out if the working child enjoys a regular fixed pay period not different from the normal full-time employment. The periods for payment are given below:

- 1 *Piece rate*
- 2 *Hourly*
- 3 *Daily*
- 4 *Weekly*
- 5 *Bi-weekly*
- 6 *Monthly*
- 7 *Other, specify*

1. *Piece rate*

The payment is made on the basis of the portion of work done irrespective of the time spent performing the work.

2. *Hourly*

The payment is made on the basis of the number of hours spent on the job. There is a fixed wage rate per hour of work, although payment is not necessarily administered after every hour of work.

3. *Daily*

Payment is made for every day of work, ideally at the end of the day's work.

4. *Weekly*

Payment is made for every week of work, ideally at the end of the week.

5. *Bi-weekly*

Payment is made after every two weeks of work, ideally at the end of the second week.

6. *Monthly*

Payment is made on a monthly basis.

7. *Other, specify*

Circle code 7 and write specification on top or bottom of the page. Remember to make reference to *Person number and column number*.

Column G15: If you are working for an employer, indicate which of the following benefits were provided to you by your employer?

There exists many ways employers provide benefits to their employees. Here are 13 possible response categories. The respondent should state the main benefits accorded to him/her. You should not read or state these categories to the child worker. It is possible to have more than one response. You should circle the codes for the relevant categories as mentioned by the respondent.

The type of benefits are:

- 01 *Paid holiday*
- 02 *Paid sick leave*
- 03 *Social security insurance*
- 04 *Bonus (regularly)*
- 05 *Free uniform*
- 06 *Subsidised uniform*
- 07 *Free meals*
- 08 *Subsidised meals*
- 09 *Free transport*
- 10 *Subsidised transport*
- 11 *Free lodging*
- 12 *Subsidised lodging*
- 13 *Other, specify*
- 14 *No benefits at all*
- 99 *don't know*

Column G16: Do you face any problems or difficulties with the present job?

This is to know whether the child worker encounters problems at his/her present job and may serve as a “ proxy for the job satisfaction question”. One of the response categories below should be circled.

- 1 *Yes*
- 2 *No*

If the answer is “yes”, then circle 1 and proceed to the next question.

If the answer is “no”, then circle 2 and proceed to question G18.

Column G17: What is the main reason for the problems or difficulties with the present job?

There might be many reasons for problems and difficulties experienced on the job. Only one code for the **main reason** should be circled.

Please notice that this question only applies to those working children coded “1” in column G16. The various response categories are:

- 1 *Job is temporary*
- 2 *Hired better qualified personnel*
- 3 *Labour regulations*
- 4 *Employ adults*
- 5 *Other, specify*

Column G18,

If you are working for some one, do you usually work overtime and get paid?

The purpose of this question is to find out if the child works beyond the normal working hours. If overtime is worked, **probe further** to find out if the child is usually compensated for the overtime worked.

The response category;

“1 Yes, with pay” is for those children who usually work overtime with compensation.

“2 Yes without pay” is for those children who usually work overtime without compensation, and

“3 No overtime” is for those children who usually do not work overtime.

Only one code should be circled.

Column G19: Do you receive similar wage payments as adults in your locality for similar type of work?

This question only applies to children in paid employment, *coded 1 – 4 in G5*. It seeks to find out if some kind of wage differentials exist in the labour market. One of the response categories below should be circled.

- 1 *Yes*
- 2 *No, less than the payment of adults*
- 3 *No adult doing the similar type of work*
- 4 *Don't know*

Column G20: How is your relationship with your employer?

The relationship between the working child and his/her employer is an important indicator of the environment in which the child works. Thus, the purpose of this question is to give an indication on the atmosphere in which the child works. One of the three response categories below should be circled:

- 1 *Good*
- 2 *Bad*
- 3 *Indifferent*

Column G21: If relationship is bad, give the main reason?

This question is only for those respondents coded “2” in G20. Circle the code of an appropriate main reason that accounts for the bad relationship between the employer and the employed child. Do not pre-empt the respondent by supplying him/her with possible answers.

The response categories are:

- 1 *Wants too much work done*
- 2 *Wants work done for long hours*
- 3 *Pays poorly*
- 4 *Does not pay on time*
- 5 *Abuses physically*
- 6 *Abuses verbally*
- 7 *Other, specify*

Column G22: Do you give part or all of your earnings to your parents/guardians or other relatives you usually reside with?

The purpose of this question is to find out the degree of control the working child has over his/her finances/remuneration. The question further seeks to assess whether child labour phenomenon arises from dire household circumstances which compels children to work for their own daily sustenance or their households.

The response categories are:

- 1 *Yes, all directly through the employer*
- 2 *Yes, all by myself*
- 3 *Yes, part through the employer*
- 4 *Yes part by myself*

- 5 *No*
- 6 *Other, specify*

1. *Yes, all directly through the employer*

All the earnings for the working child go directly to the parents or guardians through the employer. The employer pays directly to the parents/guardians of the child, otherwise the latter collects everything from the employer. The child normally does not know how, when and for what his/her earnings are spent.

2. *Yes, all by myself*

The child gives all his/her earnings to the parents or guardians upon payments.

3. *Yes, part through the employer*

A portion of the earnings for the working child goes directly to the parents or guardians through the employer. The employer pays a part of the child's earnings directly to the parents/guardians or otherwise the latter collects this portion from the employer.

4. *Yes, part by myself*

The child gives a portion of his/her earnings to the parents or guardians upon payments.

5. *No*

The earnings for the child do not go to the parents/guardians. The child either spends or saves all his/her income, as he/she thus prefers.

6. *Other, specify*

Circle code 6 and write specification on top or bottom of the page. Remember to make reference to *person number and column number*.

Column G24: Do you save any part of your earnings?

Circle the code for the appropriate response. The response categories are:

- 1 *Yes, regularly*
- 2 *Yes, occasionally*
- 3 *No*

Column G25: What is the main reason for saving?

This question is only for those respondents coded 1 – 2 in G24. There could be many reasons for saving. **Only the main reason** should be circled. The response categories are given below:

- 1 *To go to school/training institution*
- 2 *To start own business*
- 3 *Other, specify*

Column G26: What is the main reason for not saving?

This question is only for those respondents coded “3” in G24. There could be many reasons for the reluctance to save. Only the main reason should be circled. The response categories are given below:

- 1 *Earnings too low*
- 2 *Too many expenditures*
- 3 *Don’t have reason to save*
- 4 *Other please specify*

Column G28: Are you satisfied with your present job/business?

The purpose of this question is to establish job satisfaction. One of the two response categories below should be circled.

- 1 *Yes*
- 2 *No*

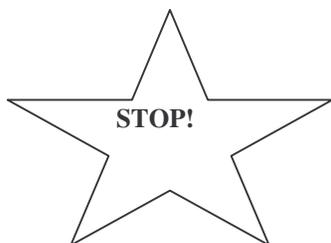
Column G29: Why are you not satisfied with the present job/business?

This question only applies to persons coded “2” in G28. Reasons for dissatisfaction with the job are supplied below. *Only one response should be circled.* The responses for children who are not self-employed are precoded “1 – 4” in column G29. Responses for self-employed children are precoded “5 – 8” in G29.

- 1 *Wages too low*
- 2 *Work too tiring/hard*
- 3 *Employer too hard/demanding*
- 4 *Other, please specify*

If self-employed

- 5 *No capital*
- 6 *Few customers*
- 7 *Demand for goods/services not high*
- 8 *Other, please specify*



SECTION RECAP



In your questionnaire, please check that:

- *all employed children, and only employed children coded 1 in F1 and F2 are carried over to section G*
- *all employed children have usual hours of work.*
- *Children who **actually worked** as per code 1 in F1 have actual hours*

SECTION H: UNEMPLOYED (who have not worked the last 7 days, had no Job, but were ready to work coded '1' in F4 and F5)

(TO BE ADDRESSED TO THE CHILDREN THEMSELVES)

Column H1: For how long have you been available for work?

The purpose of this question is to collect information on the duration of unemployment. The child should give information on the duration he/she was available or looking for work. Remember: This question does not refer to the last 7 days only. You should circle the code of the appropriate time period of being without work as given below:

- | | |
|---|------------------------------------|
| 1 | <i>less than one month</i> |
| 2 | <i>1 month but under 3 months</i> |
| 3 | <i>3 months but under 6 months</i> |
| 4 | <i>6 months but under 1 year</i> |
| 5 | <i>1 year but under 2 years</i> |
| 6 | <i>2 years or more</i> |

Column H2: Have you ever worked before as paid employee or as unpaid worker or in self-employment?

It is important to find out if the unemployed respondent has worked before or not.

If the answer is “yes”, circle “1” and proceed to the next column.

If the answer is “no”, circle “2” and go to Section I.

Column H3: Describe briefly your main occupation or job before you became unemployed?

The respondent is required to describe the type of work he/she did in his/her last job. The description of the work should be in detail to enable the coder to find the correct code for the occupation of the previous job. You should record the detailed description of the work.

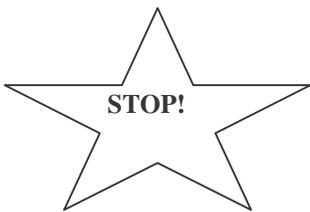
Column H4: Office use

This column is for office use and will be completed by coders. *Interviewers should not write anything in this column.* The coders should find the right occupational codes for occupations described in column H3. The *Code List 5* for occupation from the Namibian Standard Classification of Occupations will be used. The editor/coder will use three digits for the occupation and fill this code in this column.

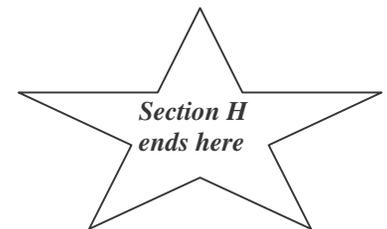
Column H5: Why were you out of job/ not working?

This question is for the unemployed children (first-time job seekers and unemployed but worked before). For the first-time job seekers, circle the main reason why the child is unemployed. For the unemployed children who were previously working, circle the main reason for leaving their last job. **Only the main reason** should be circled. The reasons for not working are given below:

- 01 *Too young to work*
- 02 *Started going to school*
- 03 *Started helping at home*
- 04 *Started helping with HH enterprise*
- 05 *Could not do the job*
- 06 *Did not like the job*
- 07 *Did not like the employer*
- 08 *Health problem/injury at work*
- 09 *The pay was too low*
- 10 *Did not get paid at all*
- 11 *Fired/dismissed*
- 12 *Other, specify*



SECTION RECAP



in your questionnaire, please check that:

- *all unemployed children coded 1 in F4 or F5 are carried over to section H.*
- *all unemployed children have answered all questions in this section, but H3.*
- *question H3 is only for the unemployed children who have worked before and follows directly to code 1 in H2.*

SECTION I: EDUCATION AND TRAINING

Section I deals with questions on the education of the economically active children
These questions shall be asked to all children who are employed and unemployed (coded “1” in F1, F2, F4 and F5).

Column I1: Are you currently at school or training institution?

The purpose of this question is to establish the level of school enrolment for economically active children.

“School/college attendance” refers to any regular educational institution, public or private, for systematic instruction at any level of education. Examples of educational institutions are primary schools, secondary or high schools, technical schools, agricultural institutions, teacher training colleges and universities. **The attendance shall have been full time participation.**

The response categories are:

- 1 Yes
- 2 No

Column I2: During which time do you attend school or training institution?

This question is for all employed and unemployed children enrolled in school, coded “2” in C1 [“1” in I1]. The purpose of the question is to establish the schooling time for the economically active children. **Only one response** should be circled

The response categories are:

- 1 School, morning only
- 2 School, afternoon only
- 3 School, evening only
- 4 Training institution, morning only
- 5 Training institution, afternoon only
- 6 Training institution, evening only
- 7 Week-ends
- 8 Other, specify

Column I3: If attending school/training institution but also working, does your work affect your regular attendance or studies.

The question should be asked all employed and unemployed children enrolled in school, coded “2” in C1 [“1” in I1]. The purpose of this question is to find out if the work that children perform hinders their schooling. One of the two response categories should be circled:

- 1. Yes
- 2. No

Column I4: What is the main reason for not going to school or training institution?

This question is for the employed/self-employed and unemployed children who are not currently enrolled at school coded “ 1 and 3” in C1. [“2” in I1]. The purpose is to establish the population count of the economically active children who substitute schooling with

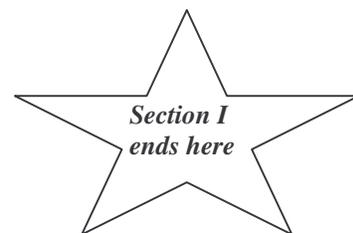
working or job search. There may, however, be many reasons for not attending school. Only **one main reason** should be circled.

The response reasons are:

- 01 *No suitable school/training institution available*
- 02 *Worked, to support self*
- 03 *Cannot afford school/training institution*
- 04 *Poor in studies/lack of interest*
- 05 *Failed at school*
- 06 *Afraid of teachers*
- 07 *Illness/disabled*
- 08 *To help in household chores*
- 09 *To assist in household enterprise*
- 10 *To work for wages/salaries*
- 11 *To work in own business*
- 12 *Family does not permit schooling/training*
- 13 *Other, specify*



SECTION RECAP



In your questionnaire, please check that:

- *all employed and unemployed children are carried over to Section I.*
- *I1 coincides with C1*

SECTION J: HEALTH AND SAFETY

This section deals with occupational health and safety for the working children and those unemployed children who have worked before. The aim is to establish whether these

children are/were exposed to hazards that are detrimental to their physical, mental and emotional well being.

Box J.I: Definitions: Occupational injuries and illness

Occupational injuries: These are any personal injuries, diseases or death resulting from an occupational accident.

Occupational illnesses: These are illnesses contracted as a result of an exposure over a period of time to risk factors arising from work activity.

Column J1: Were/ Are you required to operate any tools, machines or equipments at your work place?

The purpose of this question is to find out if the child carries out his activities with the aid of machines, as some machines and equipments are injurious. It further aims at establishing the extent of manual labour applied by children at the workplace, as this may affect their physical and physiological development.

If the answer is “yes”, then circle 1.

If the answer is “no”, then circle 2.

Column J2: What type of tools, equipments or machines were/are you required to use at your workplace?

The question aims at identifying the type of tools, equipments or machines, that children were/are using at their workplaces. It is possible that the child might have used /be using more than one tool, equipment or machine at his/her work place. You should write down the names of tools, equipment or machines mostly used. If more than three tools, equipment or machines were/are used, write down **only three mostly used** items.

Column J3: Were/are you aware of any likely health problems or possible injuries/accidents in connection with your work?

This question seeks to gather information on risk-taking. The aim is to find out if children voluntarily assumes the risks inherent in the jobs they were/are doing.

The response categories are:

- 1 *Yes*
- 2 *No*

Column J4: Have you ever suffered from an illness/injury due to your work, or caused at work place?

The information required is about occupational injury and/or occupational illness incidences. Occupational injuries and illnesses result from the work that the respondent carries out at his/her workplace or incurred in the course of work.

You should circle one of the two response categories below:

- 1 *Yes*
- 2 *No*

If code “2” is circled, go to column J12.

Column J5: How often do/did you suffer from this illness/injury?

The purpose of this question is to establish the frequency of the injury/illness incidence as a result of work. It should be stated that the frequency of injuries/illnesses reveals the dangerous nature of the work and the working environment in which children toil.

Circle the appropriate answer from the categories given below:

- 1 *Never*
- 2 *Often/frequently*
- 3 *Occasionally*
- 4 *Seldom/rarely*

Column J6: If you suffered from illness/injury, what type was it?

This question seeks to collect information on the nature of the injury and/or illness suffered. ***More than one answer is possible.*** The categories of occupational injuries and illnesses are given below:

Injuries:

The categories for occupational injuries are:

- 01 *Cuts/wound/punctures*
- 02 *Amputation*
- 03 *Crushing injuries*

- 04 *Dislocations, fractures, sprains*
- 05 *Burns*
- 06 *Other, specify*

Illnesses:

The categories for occupational illnesses are:

- 07 *Skin diseases*
- 08 *Eye strain/eye sight impairment*
- 09 *Body aches/pains*
- 10 *Hearing impairment*
- 11 *Respiratory*
- 12 *Gastrointestinal*
- 13 *Other, specify*

Column J7: How serious was the illness/injury?

This question gathers information on the intensity of the injuries/illnesses suffered. The seriousness of injuries/illnesses often results in lost worktime and restricted schooling. The response categories are:

- 1 *Did not need any medical treatment*
- 2 *Medically treated and released immediately*
- 3 *Hospitalised*
- 4 *Prevented work permanently*
- 5 *Stopped work*
- 6 *Other, specify*

1. *Did not need any medical treatment*

The injury/illness was not so serious and did not require any medical treatment. This is especially the case for minor injuries/illnesses that do not warrant medical attention.

2. *Medically treated and released immediately*

The injury/illness was somewhat serious and medical attention was sought, but did not result in significant loss of worktime or schooling.

3. *Hospitalised*

The injury/illness was serious and the respondent was admitted in the hospital for some time.

4. *Prevented work permanently*

The injury/illness was serious and had resulted in permanent disability or that the respondent was instructed/prescribed not to work any more. This is especially true for injuries/illness that might be aggravated to fatality by continuous exposure to the causal factors in the employment environment.

5. *Stopped working*

The injury/illness was serious and the respondent stopped working.

6. *Other, specify*

Circle code 6 and write specification on top or bottom of the page. Remember to make reference to *person number and column number*.

Column J8: How many days?

This question is only for those children who were hospitalised or stopped working for some time due to injury/illness (*coded “3” and “5” in J7*). Its purpose is to give a measure of the lost worktime due to work-related injuries/illnesses. You should write down the number of days the respondent was hospitalised or stopped working as the case may be.

Column J9: Did you seek medical care?

This question seeks to find out if any sort of medical care was sought for the injury/illness suffered by the child worker.

If the answer is “yes”, circle code “1” and proceed with the next question.

If the answer is “no”, circle code “2” and go to question J12.

Column J10: Where did you consult a doctor?

This question is only for persons who sought medical attention for the injury/illness suffered, *coded 1 in J9*. There is a wide variety of institutions where medical care could be obtained. Circle one of the possible response categories below:

- 1 *At home*
- 2 *At work place*
- 3 *At hospital*
- 4 *At dispensary*

- 5 *At clinic*
- 6 *Other, specify*

Column J11: Who paid for your medical treatment?

The child should provide information on who paid his/her medical bill. This information is important for policy formulation and monitoring. Circle the appropriate response from the categories given below:

- 1 *Employer only*
- 2 *Employer/Self*
- 3 *Parents/guardians*
- 4 *Self*
- 5 *Free*
- 6 *Other, specify*

Column J12: Do you use any of the following protective wear while working?

There are many ways employers provide for the safety of their employees who are exposed to dangerous work settings. This question aims at finding out if the child worker is/was provided with the safety means during work. ***Remember that more than one answer is possible.*** You should circle all the responses given by the child from the categories below:

(More than one answer possible)

- 1 *Glasses*
- 2 *Helmet*
- 3 *Earplugs*
- 4 *Special shoes*
- 5 *Special clothes*
- 6 *Gloves*
- 7 *None*
- 8 *Other, specify*

Column J13: Do other people doing the same work use protective wear while working?

This question seeks to give an indication on whether safety benefits discrimination is prevalent in working environments where child labour is exercised.

If the answer is “yes”, circle code “1”.

If the answer is “ no”, circle code “2”.

Circle code “9” for don’t know.

Column J14: Which of the following do they use?

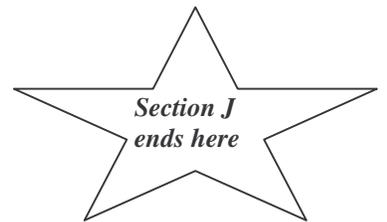
This question is only for those child workers *coded 1 in J13*. Its purpose is to find out if the safety provisions for child workers are different from the provisions of their adult counterparts. More than one answer is possible. You should circle ***all the respondent’s answers*** from the categories given below:

(More than one answer is possible)

- 1 Glasses
- 2 Helmet
- 3 Earplugs
- 4 Special shoes
- 5 Special clothing
- 6 Gloves
- 7 None
- 8 Other, specify



SECTION RECAP



In your questionnaire, please check that:

- *all employed children coded 1 in F1 and F2 and unemployed but previously employed children coded 1 in H2 are carried over to section J.*

SECTION K: HOUSING CONDITIONS

Column K1: Type of housing unit

(TO BE OBSERVED, NOT ASKED)

Information on the type of housing unit should not be asked from the respondent. The interviewer should observe the housing unit in which the household lives and classify it accordingly.

A housing unit is separate and independent living premises for a household. This can be a detached house, a guest flat, a flat in a block of flats, a traditional dwelling, a mobile house (caravan or tent) or an improvised building. Facilities like kitchen, toilet may or may not be shared. A guest flat on the premises of a detached house occupied by a separate household should be regarded as a separate housing unit. Individual huts occupied by separate households should be regarded as separate housing units. A group of huts, with or without walls, occupied by one household should be regarded as one housing unit.

The various types of housing unit are described below:

01. ***Detached house***

This is a housing unit on its own and is not attached to any other house.

02. ***Semi-detached house/town house***

This is a house attached to another house or even other houses. Such a house has its own facilities and a separate entrance.

03. ***Apartment/flat***

This is a self-contained living premises in buildings usually with 2 or more storeys. The living premises usually have a common entranceway or stairway.

04. ***Guest flat*** is a self-contained separate living premise, usually an outhouse of a detached house.

05. ***Part commercial/industrial house***

This is a housing unit, which is used for commercial or industrial purposes. For example, a housing unit part of which is used as a bottle store, a supermarket, or a workshop will fall under this category.

06. ***Mobile home (caravan, tent)***

This is any type of a housing unit, which can be transported, i.e. it is not fixed permanently on the ground.

07. ***Single quarter***

This is a housing unit consisting of a room or a set of rooms with shared toilet and kitchen facilities.

08. ***Traditional dwelling***

This is a housing unit constructed in the various traditional styles. It can be a hut or a group of huts with or without walls, with sticks, poles with or without thatch or grass. The ongandas fall under this category

09. *Improvised housing unit (shack)*

This is a housing unit built with waste materials like card boards, plastic sheets, sacking, flattened empty tins and other materials which is generally considered unfit for human habitation

10. “*Other*”

Housing units which cannot be classified into any of the above categories. Write down brief specification for this type of housing units.

Column K2: Tenure: Is housing unit.....

1. ***Rented (not tied to the job)*** –the tenure status is independent of any household member’s job.
2. ***Owner occupied (with mortgage)*** – the dwelling unit may be owned by one of the household members who is still paying mortgage on it.
3. ***Owner occupied unit (without mortgage)*** the house is entirely owned by one of the household members and is occupied free of rent.
4. ***Rent free (not owner occupied)*** - the dwelling unit is not owned by one of the household members and is occupied free of rent.
5. ***Provided by the Government*** - the dwelling unit is provided to one of the household members ***by the Government***, even though some rent is paid.
6. ***Provided by a private employer*** - the dwelling unit is provided to one of the household members ***by a private employer***, even though some rent is paid.
7. ***“Other”***- a housing unit which cannot be classified in any of the above categories. Write down specification on top or bottom of the questionnaire.

Column K3: What is the household’s main source of water for cooking and drinking?

Access to safe water (e.g piped water, protected water etc.) is one of the indicators of the general welfare and hygiene of households. You should indicate **one main source** of household water supply from the given response categories.

The various response categories are:

- 1 *Piped water inside*
- 2 *Piped water outdoors*
- 3 *Public pipe*

- 4 *Well/borehole protected*
- 5 *Well, unprotected*
- 6 *River/St*
- 7 *ream/Dam*
- 8 *Other*

1. *Piped water inside*

The household draws clean water from the piped water taps inside the housing unit. This is particularly common in town housing units, but can also be found in units outside urban areas.

2. *Piped water outdoors*

The household draws water from the piped water tap(s) outside the housing unit. This may be within the premises of the housing unit and not open to the general public.

3. *Public pipe*

The household draws water from the piped water tap generally meant for the entire community. This public water point may have been provided by government, NGOs or by the community itself.

4. *Well/bore hole, protected*

This is a well/bore hole covered/sealed with concrete, wood or any other means of protection from being polluted by animals, wind, etc. These wells/bore holes may be fenced or unfenced.

5. *Well, unprotected*

The household draws water from an unprotected, open well that may also be a water source for domestic and wild animals. These are mostly public wells dug by members of the community, government or other agencies.

6. *River/Stream/Dam*

The household obtains untreated water from a natural water stream, river or dam.

7. *Other*

If the household draws water from any other source not mentioned above, circle code 7 and write down the specification at the top or bottom of the questionnaire.

Column K4: If water is usually collected away from the house who usually collects the water?

This question aims at finding out if children are involved in performing some demanding household chores. It further seeks to find out if some kind of sharing of responsibilities

between children and adults in carrying out activities for the benefit of the family does exist. Circle the appropriate code and probe when necessary.

The response categories are:

- 1 *Someone outside household: bought by household*
- 2 *Someone outside household: provided free to household*
- 3 *Only an adult/adults in household*
- 4 *Only a child/children (under 18) in the household*
- 5 *An adult/adults and child/children (under 18) in the household*
- 6 *Other, specify*

Column K5: How far is the main source of water from the house?

The distance between the housing unit and the water point should be identified by circling the appropriate response from the categories given below:

- 1 *less than 500m*
- 2 *500 – 1km*
- 3 *more than 1km*

Column K6: What is the household’s main source of energy for Cooking?

The main source of energy for cooking has to be entered by circling the appropriate response code. Only one response code should be circled.

The response categories are:

- 1 *Electricity*
- 2 *Paraffin*
- 3 *Wood*
- 4 *Gas*
- 5 *Charcoal*
- 6 *Solar*
- 7 *Animal dung*
- 8 *Other, specify*

Column K7: What is the household’s main source of energy for Lighting?

The main source of energy for lighting has to be entered by circling the appropriate response code. Only one response code should be circled.

The response categories are:

- 1 *Electricity*

- 2 *Paraffin*
- 3 *Candle*
- 4 *Gas*
- 5 *Solar*
- 6 *Other, specify*

Column K8: What is the household's main source of energy for Heating?

The main source of energy for the household for heating has to be entered by circling the appropriate response code. Only one response code should be circled.

The response categories are:

- 1 *Electricity*
- 2 *Paraffin*
- 3 *Wood*
- 4 *Gas*
- 5 *Charcoal*
- 6 *Solar*
- 7 *Animal dung*
- 8 *Other, specify*

Column K9: If wood or animal dung is used for cooking and heating, who usually collects this?

This question aims at finding out if children are involved in performing some demanding household chores. It again seeks to find out if some kind of sharing of responsibilities between children and adults in carrying out some activities for the benefit of the family does exist. Circle the appropriate code and probe when necessary.

The response categories are:

- 1 *Someone outside household: bought by household*

- 2 *Someone outside household: provided free to household*
- 3 *Only adult/adults in household*
- 4 *Only a child/children (under 180 in the household*
- 5 *Adult/adults and child/children (under 14) in the household*
- 6 *Other, specify*



In your questionnaire, please check that:

- *all questions in Section K are answered*
- *only one code is circled for each question in this section*

SECTION L: HOUSEHOLD INCOME

The questions in these two columns are intended to obtain information on the sources of household income. It should be noted that household members are involved in different types of activities for their living and well-being. When taken together for the whole household, one or two such activities will stand out as being responsible for most of the well being of the household. These questions should be directed to the head of household who is in the best position to identify the sources of income, cash or in kind, for the livelihood of the entire household.

Column L1: From which activity did this household derive significant income during the last 12 months?

The purpose of this question is to identify the significant source of income for the household during the last twelve months. The activity from which significant income is derived during the year may include all incidental incomes that are not usually part of the household incomes, e.g uncle Speck Snr who received some N\$ 5, 000 from his nephew in June 1998, might not enjoy this privilege in the next three years, but this cash remittance might have counted as very significant for uncle Speck's household. ***Notice that only one response should be circled.***

The response categories are:

- 1 *Self employment*
- 2 *Salary/wages/commission*
- 3 *Financial support from some not in the household*
- 4 *Government pension*
- 5 *Private pension*
- 6 *Government maintenance*
- 7 *Dividends, interest, property rent, etc.*
- 8 *Farming(crop & animal)*
- 9 *Other, specify*

Column L2: What is the household's main source of income?

This question aims at identifying the household's main source of income for its welfare. You should ***circle only one source on which the household mainly depends.***

The response categories are:

- 1 *Self employment*
- 2 *Salary/wages/commission*
- 3 *Financial support from some not in the household*
- 4 *Government pension*
- 5 *Private pension*
- 6 *Government maintenance*
- 7 *Dividends, interest, property rent, etc.*
- 8 *Farming(crop & animal)*
- 9 *Other, specify*

Column L2: What is the household's secondary source of income?

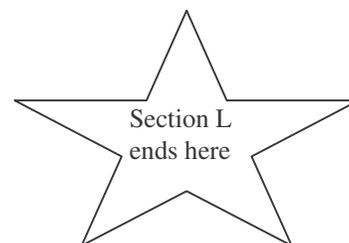
It should be borne in mind that some households engage in other activities to diversify their income. The main purpose of the question is, therefore, to identify, if any, the second most important source of income for the household. You should circle the second most important source of income as mentioned by the head of household. Note that the

secondary source and the main source of income **should not be identical.**(Probe if numerous sources are mentioned and identify **one** second most important source)

- 01 Self employment
- 02 Salary/wages/commission
- 03 Financial support from someone not in the household
- 04 Government pension
- 05 Private pension
- 06 Government maintenance
- 07 Dividends, interest, property, rent, etc.
- 08 Ffarming(crop & animal)
- 09 None
- 10 Other, specify



SECTION RECAP



In your questionnaire, please check that:

- all questions in Section L are answered
- two entries in column L2 are recorded

SECTION M: CONTROL SECTION

Complete the first column of section M and thank the household members for their co-operation before you proceed to the next household.

Enter the following information:

- Number of questionnaires used for the household
- Number of persons enumerated in the household
- Date of starting the interview
- Date of completing the interview
- Name of the interviewer

Deliver all your materials to your supervisor.

CODE LIST 1: Codes for Nationality (Column B6)

140 Namibia

141 Angola

- 142 Botswana
- 143 RSA
- 144 Zambia
- 145 Zimbabwe
- 146 Other SADC countries
- 147 Other African countries
- 148 European countries
- 149 American countries
- 150 Asian and Oceanic countries
- 151 Other Countries
- 152 Unknown

Other SADC Countries

Democratic Republic of Congo (DRC)
 Lesotho
 Malawi
 Mauritius
 Mozambique
 Swaziland
 Sychelles
 Tanzania

CODE LIST 3: CODES FOR EDUCATIONAL ATTAINMENT

Level and Grade/ Standard/Level

Codes:

Currently in Pre-primary		00
(a) <u>Primary School</u>		
Currently in Sub A/Grade 1		10
Sub A/Grade 1		11
Sub B/Grade 2		12
Standard 1/Grade 3		13
Standard 2/Grade 4		14
Standard 3/Grade 5		15
Standard 4/Grade 6		16
Standard 5/Grade 7		17
(b) <u>Junior Secondary (High) School</u>		
Standard 6/Grade 8		22
Standard 7/Grade 9		23
Standard 8/Grade 10		24
(c) <u>Senior Secondary (High) School</u>		
Standard 9/Grade 11		32
Standard 10/Grade 12		33
Higher Grades (Grade 13, A levels)		34
(d) <u>Education after standard 10 (courses of study leading to a diploma or certificate issued by University, Technikon or Technical Institute or College</u>		
1 year after Standard 10/Grade 12		51
2 years after Standard 10/Grade 12		52
3 years after Standard 10/Grade 12		53
National Technical Cert. (NTC) 4 years		51
National Technical Cert. (NTC) 5 years		52
National Technical Cert. (NTC) 6 years		53
(e) <u>University – courses leading to first degree</u>		
University 1 year		61
2 year	62	
3 year	63	
4 year	64	
(f) <u>Post Graduates (courses leading to Post-Graduate Diploma, Masters Degree, and Doctorate Degree</u>		
Post-Graduate	1 year	71
2 year	72	
3 year	73	

Note: Medical degree = Masters Degree

Levels of Teacher Training.

National Primary Certificate	43
Educational Cert. Prim (Distance) (ECP or OSP)	43
Educational Cert. (Junior Primary) (ECP or OSP)	43
Educational Cert. Primary (Accredited) (ECP or OSP)	43
Educational Diploma Primary	83
Higher Educ. Diploma Primary	84
Higher Educ. Diploma Secondary	84
Higher Educ. Diploma Technical	84
Post- Graduate in Teacher Training	91
Higher Educ. Diploma (Post Graduate)	91
B. Ed Degree (Baccalaureus Educationis)	92

CODE LIST 4: LANGUAGE CODES

<u>Language Groups</u>	<u>Language</u>	<u>Code</u>
Bushman Languages	Kung	01
(San)	Heikum	02
Other bushman languages		03

Caprivi Languages	Lozi (Sikololo)	04
	Sifwe	05
	Sisubiya	06
	Siyeyi (Yei)	07
	Totela	08
Herero Languages	Herero	09
	Mbanderu	10
	Herero, n.e.c	11
Kavango Languages	Rukwangali	12
	Rushambyu	13
	Rugciriku	14
	Thimbukushu	15
	Kavango n.e.c	16
Nama/Damara Languages	Nama/Damara	17
	Damara>Nama	18
Oshiwambo Languages	Kwanyama	19
	Ndonga	20
	Kwambi	21
	Mbalantu	22
	Ngandjera	23
	Kwaluundhi	24
	Kolonkhadi	25
	Oshiwambo n.e.c.	26
Tswana Languages	Tswana	27
European Languages	Afrikaans	30
	German	31
	English	32
	French	33
	Italian	34
	Dutch	35
	Portuguese	36
	Other European Languages n.e.c.	39
Other African Languages		
	Xhosa	40
	Zulu	41
	Sotho	42
	Swahili	43
	Other African Languages	49
Other Languages n. e. c.	Chinese	50
	Arabic	

Korean
Japanese
Malay

Code list 5: NAMIBIA STANDARD CLASSIFICATION OF OCCUPATIONS

The key codes and occupations given below should only be used as a reference and guide to the right three-digit occupational codes.

Key Code	Key Occupation
11	Legislators and senior officials
12	Corporate Managers
13	General Managers

21	Physical, Mathematical and Engineering Science Professionals
22	Life Science and Health Professionals
23	Teaching Professionals
24	Other Professionals
31	Physical and Engineering Science Associate Professionals
32	Life Science and Health Associate Professionals
33	Teaching Associate Professionals
41	Office Clerks
42	Customer Service Clerks
51	Personal and Protective Service Workers
52	Models, Salespersons and Demonstrators
61	Market-Oriented Skilled Agricultural and Fishery Workers
62	Subsistence Agricultural and Fishery Workers
71	Mining and Building Trades Workers
72	Metal, Machinery and Related Trades Workers
73	Precision, Handicraft, Printing and Related Trades Workers
74	Other Craft and Related Trades Workers
81	Stationary Plant and Related Operators
82	Machine Operators and Assemblers
83	Drivers and Mobile Equipment Operators
90	General Laborers, not specified
91	Sales and Service Elementary Operators
92	Agricultural, Fishery and Related Labourers
93	Labourers in Mining, Construction, Manufacturing and Transport
01	Armed Forces

Three – digit codes

Code	Occupation
111	Political office-bearers and senior government officials
112	Traditional leaders
113	Senior officials of special interest organisations
121	Directors and chief executives
122	Department managers Production and operations department managers Finance and administration department managers Personnel and industrial relations department managers Sales and marketing department managers Advertising and public relations department managers Supply and distribution department managers Research and development department managers Other department managers not elsewhere classified
123	School headmasters and principals
131	General managers General managers in agriculture, hunting, forestry and fishing General managers in construction General managers in wholesale and retail trade General managers of restaurants and hotels General managers in transport, storage and communications General manager business services General managers in personal care, cleaning and related services General managers not elsewhere classified
211	Physicists, chemists and related professionals Physicists and astronomers Chemists Geologists Geophysicists and related professionals Meteorologist
212	Mathematicians, statisticians and related professionals
213	Computing professionals

- 214 Architects, engineers and related professionals
 Engineers, not specified
 Architects, town/regional and traffic planners
 Civil engineers
 Quantity surveyors
 Electrical, electronics and communications engineers
 Mechanical engineers
 Mining engineers
 Metallurgists and material scientists
 Engineers and related professionals not elsewhere classified
- 215 Surveyors and cartographers
 Land hydrographic surveyors
 Cartographers
- 221 Life science professionals
 Agronomists and related professions
 Biologists, pharmacologists, pathologists and related professionals
- 222 Health professionals
 Medical practitioners
 Dentists
 Veterinarians
 Pharmacists
 Professional nurses and midwives
 Health professionals not elsewhere classified
- 231 College, university and higher education teachers
- 232 Secondary education teachers
 Secondary education teachers (formal education)
 Secondary education teachers (vocational training)
- 232 Primary education teachers
- 233 Special education teachers
- 235 Other teaching professionals
 Education methods specialist
 Education and vocational training inspectors
- 241 Business professional
 Accountants
 Personnel and careers professionals
 Advertising professionals
 Public relations professionals
 Business professionals not elsewhere classified

- 242 Jurists
Lawyers
Judges and magistrates
Jurists not elsewhere classified
- 243 Archivists, curators, librarians and related professionals
- 244 Social Science and related professionals
Economists
Social, political and related scientists
Philologists, Translators and interpreters
Psychologists
Social workers
- 245 Writers, creative and performing artists
Authors, journalist and other writers
Sculptors, painters and related artists
Performing artists
- 246 Religious professionals
- 247 Government professionals not elsewhere stated
- 311 Physical and engineering science technicians
Engineering technicians and technicians assistant, not specified
Physical science technicians
Civil engineering technicians
Electrical, electronics and telecommunications engineering technicians
Mechanical engineering technicians
Mining and metallurgical technicians
Draughtspersons
Chemical science and chemical engineering technicians
Physical and engineering science technicians not elsewhere classified
- 312 Computer assistant and operators
Computer assistants
Computer equipment operators
- 313 Optical and electronic equipment operators
Photographers and cameramen/women
Broadcasting and telecommunications equipment operators
Medical equipment operators
Optical and electronic equipment operators not elsewhere classified
- 314 Ship and aircraft controllers and technicians
Ship's deck officers, pilots, marine control personnel
Aircraft pilots, flights navigators and engineers
Air traffic controllers and safety technicians

- 314 Safety, quality and related technicians and inspectors
 Building and fire inspectors
 Industries inspectors
 Mines inspectors
 Food and food processing inspectors
 Agricultural and fishers inspectors
 Accommodation conditions inspectors
 Works inspectors
 Safety, quality and related technicians and inspectors not elsewhere classified
- 321 Life science technicians and related occupations
 Life science technicians
 Agronomy and forestry technicians and advisers
 Nature conservation officers
- 322 Modern health associate professionals (except nurses)
 Medical assistants
 Health inspectors and advisers
 Dieticians and nutritionists
 Optometrists and opticians
 Dental assistants
 Physiotherapists and related occupations
 Veterinary assistants
 Pharmaceutical assistants
 Modern health associate professionals not elsewhere classified
- 323 Staff nurses
- 324 Traditional healers
- 331 Pre-primary education teachers
- 332 Instructors
 Instructors (vocational training)
 Instructors (driving, flying, sailing etc)
 Instructors not elsewhere classified
- 339 Teacher associate professionals not elsewhere classified
- 341 Finance and sale associate professionals
 Insurance agents
 Real estates agents
 Travel consultants and organisers
 Technical and commercial sales representatives
 Buyers
 Appraisers, valuers and auctioneers
 Finance and sale associate professionals not elsewhere classified

- 342 Business service agents and sale brokers
Trade brokers, clearing and forwarding agents
Employment agents and labour contractors
Business service agents and sales brokers not elsewhere classified
- 343 Administrative associate professionals
Legal and related business associate professionals
Administrative associate professionals not elsewhere classified
- 344 Customs, tax and related government associate professionals
Tax, customs border inspectors and officials
Social benefits officials
Licensing officials
Trade inspectors and officials
Government associate professionals not elsewhere classified
- 345 Police inspectors and detectives
- 346 Welfare workers
- 347 Artistic, entertainment and sports associate professionals
Decorators and commercial designers
Radio, television and other announcers
Athletes, sportspersons and related associate professionals
- 348 Religious associate professionals
- 411 Secretaries and keyboard-operating clerks
Stenographers, typists, word-processor and related operators
Data entry operators
Bookkeeping and calculating machine operators
Secretaries
- 412 Numerical clerks
- 413 Material-recording and transport clerks
Stock clerks
Production and transport clerks
- 414 Library, mail and related clerks
Library and filling clerks
Mail sorting and distribution clerks
- 415 Correspondence clerks
- 416 Clerical supervisors not elsewhere classified
- 419 Other office clerks

- 421 Cashier, tellers and related clerks
Cashier and ticket clerks
Tellers and other counter clerks
- 422 Client information clerks
Travel agency and related clerks
Receptionists and information clerks
Telephone switchboard operators
- 429 Other customer services clerks
- 511 Travel attendants and related workers
Travel attendants and travel stewards
Transport conductors and ticket examiners
Travel guides
- 512 Housekeeping services workers
- 513 Restaurant services workers
Cooks
Waiters/waitresses and bartenders
- 514 Personal care and related workers
Child care workers
Other personal care and related workers
- 515 Other personal services workers
Hairdressers, beauticians and related workers
Undertakers and embalmers
Personal services workers not elsewhere classified
- 516 Protective services workers
Fire fighters
Police officers
Prison guards
Wildlife and nature conservation guards
Protective services workers not elsewhere classified
- 521 Fashion and other models
- 522 Salespersons and demonstrators
Shop salespersons and demonstrators
Stall and market salesperson
Petrol station attendants
- 610 Commercial farmers, not specified

- 611 Commercial gardeners and crop growers
Gardeners, horticultural and nursery growers
Field crop and vegetable growers
Tree, shrub crop and mixed-crop growers

- 612 Commercial animal producers and related workers
Dairy and livestock producers (except Karakul farmers)
Poultry producers
Ostrich breeders
Karakul farmers
Commercial animal producers and related workers not elsewhere classified

- 613 Commercial crop and animal producers

- 614 Forestry and related workers

- 615 Commercial fishery workers, hunters and trappers
Fishery workers
Game farmers, hunters and trappers

- 620 Communal farmers, not specified

- 621 Subsistence animal producers

- 622 Subsistence crop and animal producers
Mahangu growers (incl. animal production)
Maize growers (include. animal production)
Other crop and vegetable growers
(include. animal production)

- 623 Subsistence fishery, hunting, trapping and related workers
Subsistence fishery, hunting and trapping workers
Food, plants and firewood collectors

- 711 Miners, blasters, stone cutters and carvers
Miners not specified
Team leaders and supervisors (mine, quarry)
General underground miners
General surface miners and quarry workers
Mineral samplers, sorters and graders
Blasters
Stone splitters, cutters and carvers

- 712 Building construction and related workers
 Builder, traditional materials
 Bricklayers/plasterers and related workers
 Concrete workers
 Carpenters/Joiners
 Roofers
 Floor layers and tiles setters
 Plumbers/Pipe fitters
 Building construction and related workers not elsewhere classified
- 713 Building and related electricians
 Electricians (general)
 Electricians (installation/appliance)
 Electricians (maintenance/industrial)
- 714 Painters/decorators, building structure cleaners and related
 Trades
 Painters/Decorators
 Glaziers
 Varnishers and related workers
 Building structure cleaners and renovators
- 721 Welders/fabricators, sheet-metal and structural-metal workers
 Welders/fabricators, and structural-metal prepares
 Boilers makers
 Panel beaters/Pray painters
 Other sheet-metal workers
 Structural-metal erectors, riggers and cable splicers
 Underwater workers
- 722 Blacksmiths, tool-makers, turners and related traders workers
 Blacksmiths, hammersmiths and forging-press workers
 Tool-makers and related workers
 /Turners (machinists) and related workers
- 723 Machinery mechanics and fitters
 Automechanics
 Aircraft engine mechanics
 Diesel engine mechanics
 Heavy plant vehicle mechanics
 Air conditioning/Refrigeration mechanics
 Fitters (machinery)
 Machinery mechanics not elsewhere classified
- 724 Fitters and turners

- 725 Electrical and electronic equipment mechanics and fitters
 Auto electricians
 Radio/Television mechanics (home electronics)
 Instrument mechanics
 Telephone and telegraph installers and servicers
 Electrical wireworkers
 Electrical and electronic equipment mechanics and
 Fitters not elsewhere classified
- 731 Precision workers in metal and related materials
 Precision-instrument and equipment workers
 Musical-instrument makers and tuners
 Jewellery and precious-metal workers
- 732 Pottery, brick and glass workers
 Potters
 Bricklayers
 Glassworkers
 Glass, ceramics and related decorative painters
- 733 Handicraft workers in wood, textile, leather and related matters
 Handicraft workers in wood and related materials
 Handicraft workers in textile, leather and related materials
- 734 Printing and related trades workers
 Compositors and type-setters
 Printing engravers and etchers
 Photographic and related workers
 Printing machine setters and setter-operators
 Bookbinders
 Printing and related trades workers not elsewhere classified
- 741 Food processing and related trades workers
 Butchers, meat prepares and fishmongers
 Bakers, pastry-cooks and confectioners
 Dairy products makers
 Local beer brewers
 Food processing and related trades workers not elsewhere classified
- 742 Wood and related trades workers
 General woodworkers
 Joinery/Cabinet-makers and related workers
 Woodworking-machine setters and setter-operators
 Wood and related workers not elsewhere classified

- 743 Textile, garment and related trades workers
 - Fibre preparers
 - Weavers, knitters and related workers
 - Tailors, dressmakers and hatters
 - Furriers and related workers
 - Sewers, embroiderers and related workers
 - Upholsterers and related workers

- 744 Pelt, leather and shoemaking trades workers
 - Pelt dressers, tanners and fellmongers
 - Shoe and leather goods makers and repairers

- 811 Mining, mineral-processing and metal-processing-plant operators
 - Underground machinery operators
 - Surface machinery operators (mining, minerals- and metal- processing)
 - Well drillers and borers and related workers

- 812 Wood-processing plant operators

- 813 Chemical-processing-plant operators

- 814 Power-generating and related plant operators
 - Power-generating-plant operators
 - Steam-engine and boiler operators
 - Incinerator, water-treatment and related plant operators

- 819 Stationary-plant and related operators not elsewhere classified

- 821 Machine-tool operators (metal-working machines)

- 822 Mineral, chemical, rubber and plastic products machine operators
 - Cement and other mineral products machine operators
 - Chemical products machine operators
 - Rubber and plastic products machine operators

- 823 Wood-making machine operators

- 824 Printing, binding and paper products machine operators
 - Printing-machine operators
 - Bookbinding- machine operators
 - Paper-products machine operators

- 825 Textile, fur, and leather products machine operators
 - Textile machine operators
 - Bleaching, dyeing and cleaning machine operators
 - Fur and leather preparing machine operators
 - Shoemaking and related machine operators

- 826 Food and beverage products machine operators
Food-processing machine operators
Beverage-processing machine operators
- 827 Assemblers
Machinery assemblers
Electrical and electronic equipment assemblers
Assemblers not elsewhere classified
- 828 Machine operators not elsewhere classified
- 831 Locomotive-engine drivers and related workers
Locomotive-engine drivers
Railway brakemen, signallers and shunters
- 832 Motor-vehicle drivers
Car, taxi and van drivers
Bus drivers
Heavy-truck and lorry drivers
- 833 Agricultural and other mobile-equipment operators
Farm and forestry machinery operators
Earth-moving machinery operators
Crane and hoist operators
Material handling equipment operators not elsewhere classified
- 834 Ships' deck crews and related workers
- 901 General labourers, not specified
- 911 Street vendors
Street food vendors
Newspaper vendors
Other street vendors, non-food products
- 912 Street services elementary occupations
- 913 domestic and related helpers, cleaners and launderers
Cleaners, not specified
Domestic helpers and cleaners
Helpers and cleaners in office, hotels
and other establishments
Laundry workers
- 914 Building caretakers, window and related cleaners
Building caretakers
Vehicle, window and related cleaners

- 915 Messengers, porters, doorkeepers and related workers
Messengers, package and luggage porters and deliverers
Doorkeepers, watch persons and related workers
Vending-machine money collectors, meter readers and related workers
- 916 Garbage collectors and related labourers
Garbage collectors
Sweepers and related labourers
- 920 Agricultural, fishery and related labourers
Agricultural labourers
Forestry labourers
Fishery, hunting and trapping labourers
- 931 Mining and quarrying labourers
- 932 Construction and maintenance labourers
- 933 Manufacturing labourers
Packers
Assembling and sorting labourers
Manufacturing labourers not elsewhere classified
- 934 Freight handlers, loaders and unloaders
- 011 Armed forces
Recruits, soldiers and non-commissioned officers
Warrant officers
Commissioned officers

CODE LIST 6: INDUSTRIAL CLASSIFICATION OF ECONOMIC ACTIVITIES

CODE	ECONOMIC ACTIVITY
01	Agriculture, Hunting and Related Service Activities
02	Forestry, Logging and Related Service Activities
05	Fishing, Operation of Fish Hatcheries and fish Farms; Service Activities Incidental to Fishing
10	Mining of Coal and Lignite; Extraction of Peat
11	Extraction of Crude Petroleum and Natural Gas, Service Activities Incidental to Oil and Gas Extraction, Excluding surveying
12	Mining of Uranium and Thorium Ores
13	Mining of Metal Ores
14	Other Mining and Quarrying
15	Manufacture of Food Products and Beverages
16	Manufacture of Tobacco Products
17	Manufacture of Textiles
18	Manufacture of Wearing Apparel; Dressing and Dyeing of Fur
19	Tanning and Dressing of Leather; Manufacture of Luggage, Handbags, Saddlery, Hammes and Footwear
20	Manufacture of Wood and of Products of Wood and Cork, Except Furniture; Manufacture of Articles of Straw and Plainting Materials
21	Manufacture of Paper and Paper Products
22	Publishing, Printing and Reproduction of Recorded Material
23	Manufacture Coke, Refined Petroleum products and Nuclear Fuel
24	Manufacture of Chemicals and Chemical Products
25	Manufacture of Rubber and Plastics Products
26	Manufacture of None-Metallic Mineral Products
27	Manufacture of Basic Metals
28	Manufacture of Fabricated Metal Products, Except Machinery and Equipment
29	Manufacture Machinery and Equipment N.E.C.
30	Manufacture of Office, Accounting and Computing Machinery
31	Manufacture of Electrical Machinery and Apparatus N.E.C.
32	Manufacture of Radio, Television and Communication Equipment and Apparatus
33	Manufacture of medical, Precision and Optical Instruments, Watches and Clocks
34	Manufacture of Motor Vehicles, Trailers and Semi-Trailers

35	Manufacture of Other Transport Equipment
36	Manufacturing of Furniture, Manufacturing N.E.C.
37	Recycling
40	Electricity, Gas, Steam and Hot Water Supply
41	Collection, Purification and Distribution of Water
45	Construction
50	Sale, Maintenance and Repair of Motor Vehicles, Motor-Cycles; Retail Sale of Automotive Fuel
51	Wholesale Trade and Commission Trade, Except of Motor Vehicles and Motorcycles
52	Retail Trade, Except of Motor Vehicles and Motorcycles; Repair of Personal Household Goods
55	Hotels and Restaurant
60	Land Transport; Transport Via Pipelines
61	Water Transport
62	Air Transport
63	Supporting and Auxiliary Transport Activities; Activities of Travel Agencies
64	Post and Telecommunication
65	Financial Intermediation, Except insurance and Pension Funding
66	Insurance and Pension Funding, Except Compulsory Social Security
67	Activities auxiliary to Financial Intermediation
70	Real Estate Activities
71	Renting of Machinery and Equipment without Operation and of Personal and Household goods
72	Computer and Related Activities
73	Research and Development
74	Other Business activities
75	Public Administration and Defence; Compulsory Social Security
80	Education
85	Health and Social Work
90	Sewage and Refuse Disposal, Sanitation and Similar Activities
91	Activities of Membership Organizations N.E.C.
92	Recreational, Cultural and Sporting Activities
93	Other Service Activities
95	Private Households with Employed Persons
96	Extra-Territorial Organizations and Bodies