



Republic of Zambia

Central Statistical Office

Ministry of Labour and Social Security

LABOUR FORCE SURVEY - 2012

ENUMERATOR'S INSTRUCTIONS MANUAL

**Central Statistical Office
P. O. Box 31908
Lusaka, Zambia**

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CHAPTER 1

1 **BACKGROUND**

1.1 **Introduction**

The nation's population and its various characteristics is part of its broader developmental processes and dynamics. It is therefore essential to measure these characteristics, and to monitor changes overtime. One of these key population characteristics is the labour force. To effectively monitor the labour market indicators, the Government of the Republic of Zambia (GRZ) initiated the Labour Force Survey (LFS) as one of sources of labour market information. The first LFS was conducted in 1986. Subsequent surveys were conducted in 2005 and 2008. In 2012, GRZ through the Ministry of Information, Broadcasting and Labour (MIBL), and the Central Statistical Office (CSO), will conduct another LFS, in line with government's efforts to monitor Key Indicators of Labour Market (KILM).

This document is a training manual for the 2012 LFS. It provides guidelines for conducting the 2012 LFS, explaining in detail how the LFS questionnaire is to be used.

1.2 **Purpose of the Survey**

This survey intends to: -

- Measure the labour force or economically active population size in relation to the general population in the country.
- Identify and analyse the factors leading to the emergence and growth of Labour Force in the country.
- Monitor the labour force participation.
- Identify and measure the informal sector from within the labour force.
- Monitor other Key Indicators of the Labour Market such as employment rates, unemployment rates, hours of work, average income and/or wages etc.

Furthermore, the survey seeks to examine the relationships of socio-economic factors such as education, health, social security, employment within the labour force, and more importantly to measure the causes and effects of children's involvements in economic activities with special focus on the conditions and environment under which affected children operate.

The specific objectives are:-

- i. To produce comprehensive statistical data on the composition and distribution of the labour force (economically active population) in the country.
- ii. To determine the growth rate of the labour force.
- iii. To identify factors that influence composition change and distribution of the labour force in the country.
- iv. Monitor the impact of government policies and donor support on the Labour Market Indicators in the country.
- v. To provide various users with a set of reliable labour market and socio-economic indicators against which to monitor development in the country

The following are the key topics to be covered in the 2012 LFS:-

- Demographic characteristics
- Education and Literacy
- Economic Activity
- Employment
- Hours of Work and underemployment
- Income
- Unemployment

1.3 Coverage

The survey will have a nationwide scope and coverage will be on a sample basis in all the provinces. It will cover both rural and urban enumeration areas in all the provinces. Further, the survey will be able to provide data for each and every province. Hence, a relatively big sample size of about 14,000 households will be selected.

1.4 Field questionnaires

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

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

1.5 Duties of an enumerator

The Labour Force Survey is an important national undertaking. As an enumerator, your work is of great importance in the chain of events, and your responsibility is heavy. Without your conscientious attention to detail and a sense of devotion, it will not be possible to conduct the LFS successfully.

As the primary data collector, the quality of information to be derived from this data is very much dependant on what you collect from the household. After the data have been collected and found to be erroneous at the processing stage, it will not only be an expensive venture to go back and make corrections from the source, but it could prove to be impossible, since the original respondents may no longer be at the location you visited. It is therefore important to note that your responsibility as an enumerator is a very important one.

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

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

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

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

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

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

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

- I. Checking your work for completeness. There should not be any omissions.
- II. Checking your work for legibility. You should record answers in a clear format. The person entering the data in the computer and the person checking your work should be able to read your writing.
- III. Checking your work for consistency. There should be consistency between answers recorded in the various sections of the questionnaire. For example, an own child of the head of the household should not be older than the head of the household.
- IV. After checking your work and ensuring that it is error free, then hand it over to your supervisor.

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

Keep the questionnaires tidy at all times.

1.6 Enumerators' conduct

As an enumerator you must always be polite and try to establish good relationships (rapport) with all household members you are dealing with, and with local authorities (councillor, headman, chief etc) within the work area assigned to you. You should also try to stimulate interest in the survey so that the best information possible is obtained from the respondent.

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

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

1.7 Materials

Each enumerator will be provided with the following:-

- (a) Survey questionnaires and Listing forms.
- (b) Pencils and erasers.
- (c) A pencil sharpener/razor blades.
- (d) A notebook.
- (e) Map(s) of your work area(s).
- (f) A letter of introduction.
- (g) Carrier bag.
- (h) Manual.

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

- (a) Questionnaires (both completed and unused).
- (b) Listing forms.
- (c) Maps.
- (d) Manuals.

1.8 Legal powers and confidentiality

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

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

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

1.9 Excluded Households from the Survey

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

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

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

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

2 ROLES OF A SUPERVISOR

The Supervisor performs a vital function. In the case of the listing exercise, the Supervisor will be in direct contact with the Enumerators; hence he/she will be responsible for ensuring conduct and performance of the Enumerators under his or her supervision.

The general functions of the Supervisor include:

- I. Organizing the Enumerators to successfully complete their assignments.
- II. Ensuring that the work completed by the enumerators meets the required standards.
- III. Communicating with the Master Trainer and Provincial Head on a regular basis reporting on the progress of the listing exercise, relaying problems encountered in the field.
- IV. Receiving directives on listing operations and resolutions to problems
- V. Allocating areas (SEAs) to Enumerators, showing Enumerators their SEA boundaries on the ground, issuing of listing books and other materials to the enumerators.
- VI. To draw the sample of all households to which the questionnaire is to be administered. These should include replacements when need arises. And record all the information regarding the sampling in the listing book. Follow the instructions as they are laid down. Never allow an enumerator to do the sampling
- VII. Providing routine supervision with regard to administrative and personnel matters.
- VIII. To supervise the Enumerators under him/her on a daily basis and rotating between Enumerators. Supervisors will lead and supervise on average 5 Enumerators each.
- IX. Editing completed listing books and questionnaire for, legibility, completeness, consistency etc.

In order for the listing exercise to succeed, there is need for field staff to work as a team and avoid conflicts. It is essential that Regional Statisticians (RSs) work closely with Master Trainers and agree on how to go about the whole exercise. For instance, there is need for consultation between the RS and the Master Trainer on issues of transport usage, allocation of field materials, choice of camping site, etc. In other words, there is need to consult each other and agree on issues that arise in the field.

Supervisors will be closely monitored on how they carry out their day-to-day supervision work. Master Trainers, RSs and Supervisors should all attend the training session of Enumerators. If transport is enough, the Master Trainer and the RS can supervise different areas each day and share experiences. It is advisable that the RS and Master Trainers share the districts where they will be expected to conduct spot-checks especially during the beginning of the listing exercise.

Whenever the RS is not available for fieldwork, the Master Trainer should continue to monitor the areas that were initially under the control of the RSs.

(i) SUPERVISING THE FIELD WORK

As a Supervisor, your most important task in the field is to provide day-to-day supervision of the Enumerators and their work. Your supervisory functions in the field can be divided into three areas: allocating assignments for interviewing, supervising Enumerators' work and quality control.

(a) ALLOCATING ASSIGNMENTS

Before allocating SEAs to the Enumerators, you and the Enumerators should carefully review the work to be done. After that, keep the following points in mind when allocating assignments:

- I. Plan the work carefully so that it will be completed within the allocated time.
- II. Do not show favouritism when giving assignments. Areas, which are difficult, should be divided as equally as possible. Where possible ensure that an Enumerator covers both the urban and rural SEA since each Enumerator is expected to cover two SEAs.
- III. Provide Enumerators with sufficient forms to complete their assignment. Keep record of what and how much is issued to each Enumerator in your notebook and the control form.
- IV. Instruct the Enumerators to fill in the appropriate coding information on the front cover of the listing book.
- V. Remind Enumerators to review the listing books before leaving the respondent and once again before submitting the completed ones to you.

(b) EDITING AND QUALITY CONTROL

The success of this exercise depends to a large extent on the accuracy and completeness of the interview. In order to guarantee both accuracy and completeness, you are responsible for certain quality control activities: editing all completed listing books and questionnaires, observing actual interviews, and spot-checking Enumerators unannounced.

You should edit the completed listing books and questionnaires immediately after receiving them in order to bring the editing work to manageable levels. Editing consists of checking for accuracy, completeness, consistency and legibility. Enumerators are most likely to commit errors early in the fieldwork period, such that it is of particular importance that your editing work is timely and thorough at that time. You should take note of all errors that you discover and discuss them with the Enumerators at your next planned meeting. If there are errors in any of the listing books and questionnaires, give them back to the Enumerator to correct by contacting the respondent again. If, after repeated discussion, an Enumerator continues to make errors, you should contact the Master Trainer/RS in your Province for guidance on the appropriate action to take.

Ensure that enumerators make follow ups for incomplete data, especially on financial variables such as on Earnings.

(c) OBSERVING FIELD WORK

Observing fieldwork is an important quality control activity. It provides feedback on Enumerators quality and performance and can be used to motivate and as on-the-job training. Observation is an integral part of the Enumerators' training program and gives supervisory staff the opportunity to observe the progress of the exercise. This enables you to better understand the problems of interviewing and strengthens your ability to assist the Enumerators. Observation serves the additional purpose of helping the Enumerator in difficult situations, which cannot be realistically simulated in the classroom.

Observation is the best method of evaluating the Enumerator's ability to apply the concepts and procedures covered during training. It is the best method to determine the skill of an Enumerator and observe their attitude towards the job. Their skill as Enumerators includes explaining the purpose of the survey and answering respondent's questions; being able to effectively probe for accurate answers; asking the questions correctly, and so on.

Initial observations are an extension of classroom training and provide an opportunity to identify areas in which new Enumerators need additional training. During the first days of listing, you should observe all your Enumerators. After initial observations, observe each Enumerator further, with some unannounced spot checks. Pay particular attention to Enumerators who show some weaknesses.

As a supervisor, you must work everyday. Organize your supervision in such a way that you both physically go round with your Enumerators on a rotation basis and also check the completed work. You should organize your own work schedule e.g. observing fieldwork in the morning and checking completed questionnaires in the afternoon.

There are several general rules to keep in mind when conducting an observation.

- I. Do not get in the way of the Enumerators/Respondents. Your presence should not make either the Enumerator or the respondent feel uncomfortable.
- II. Never interrupt the interview to correct the Enumerator.
- III. Review any errors with the Enumerator immediately after the interview.
- IV. If the Enumerator incorrectly omitted any items, tell him or her to return immediately to obtain the lacking information.
- V. Never rebuke or scold an Enumerator in front of a respondent.

3 ROLES OF A MASTER TRAINER

Statisticians based in the provinces and those from the HQ will participate in the training and the survey in general as Master Trainers for each of the ten Provinces with the following major functions: -

- I. To train Field Supervisors and Enumerators in their respective Provinces.
- II. To oversee the whole survey and ensure that it succeeds.

- III. To check that the field arrangements are operational and moving according to plan.
- IV. To participate in checking of completed survey instruments for accuracy, completeness and consistency to ensure that discrepancies are resolved.
- V. In case of refusals from the respondents, the Master Trainers should assist Supervisors and Enumerators to convince such respondents of the importance of the exercise and thus secure their co-operation.
- VI. To administer and monitor funds for training of Enumerators in provinces.
- VII. To advise on other technical aspects of the Survey.

Although only the major functions are listed here, the Master Trainers can assist the supervisors and enumerators in other areas as well.

4 ROLES OF A REGIONAL STATISTICIANS (RS)

The Regional Statistician (RS) is the overall head of the provincial office. He/she has to guarantee the preparedness of the province to conduct the survey. The following are the responsibilities of the Regional Statisticians: -

- I. To oversee the training of Supervisors and Enumerators in the Provinces.
- II. To make accommodation, transport and other arrangements for staff involved in the field operations, in consultation with the Master Trainer, for both the training period and field operations.
- III. To liaise with the Master Trainers on how to administer funds during the Enumerators training.
- IV. Generally to ensure that all administrative issues related to the exercises are done. For example, informing Provincial and Local authorities about the presence of field staff and the enumeration itself in order to gain cooperation from the local people, recruitment and mobilization of Enumerators for field work, solving CSA/SEA boundary problems, mobilizing materials from the Provinces.
- V. Wherever possible, RSs, Master Trainers, Supervisors and Enumerators should together identify actual ground boundaries for the selected SEAs, to ensure that the Enumerators are working within the boundaries of their allocated SEAs.
- VI. To help check completed questionnaires with Master Trainers for completeness, legibility, consistency, etc.
- VII. To mobilize adequate transport for the enumeration within the province.

To deal with any other issues that may come up during the field operations.

CHAPTER 2

5 CONCEPTS AND DEFINITIONS

5.1 Enumeration Area

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

Since the co-operation of the people is an essential factor in the success of the survey, your supervisor will at all times introduce you to the local, traditional and political leaders and other influential persons in the area to solicit their co-operation.

5.2 Household

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

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

5.3 Usual Household Member

A usual household member is one who has been living with the household for at least six (6) months. Usual members of the household may also include those who intend to live with the household for more than 6 months. For example, newly married persons, newly born babies, adopted children etc.

He/She may or may not be related to the other household members by blood, marriage, or may be a house-helper or farm-labourer. A usual household member usually lives together with other household members in one house or closely related premises and takes his/her meals from the same kitchen.

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

- a) Persons whose usual place of residence is the place where the household lives and are present at time of the enumerator's visit.

- b) Other categories of usual members of the household include persons whose usual place of residence is the place where the household lives, but are absent at the time of the enumerator's visit, e.g.:
- I. Persons temporarily away on vacation, business or pleasure trip or any other purpose within the country who are expected to be back within six months or abroad without the rest of the household and expected to come back;
 - II. Students who usually go to their respective households during weekends and during holidays;
 - III. Persons working elsewhere who usually go home to their respective households. (E.g. once a week)
 - IV. Patients confined in hospitals for any duration less than six months.
 - V. Convicts and detainees for a period less than six months.
- c) Lodgers of the household who are working, looking for work or studying, and who do not go home at least once a week;
- d) Employees of household - includes servants who eat and sleep with the household and who do not go to their homes at least once a week;
- e) Persons (other than those in a, b or c) whose usual place of residence is elsewhere, but who have been away from their usual residence for more than six months;
- f) Persons found in the household who have no usual place of residence elsewhere;
- g) Citizens of foreign countries who have resided or expected to reside in the country for more than one year from date of arrival;
- h) Newly born babies and newly wedded persons.

5.4 Head of Household

This will be the person all members of the household regard as the head. He/She is the one who normally makes day-to-day decisions governing the running of the household. In cases of the one-member households, the member will be the head of the household.

REMEMBER A PERSON DOES NOT BECOME THE HEAD OF A HOUSEHOLD SIMPLY BECAUSE HE/SHE IS THE MAIN RESPONDENT.

5.5 Main Respondent

Before beginning the interview, you need to identify who your main respondent will be. The main respondent is usually a person in charge of the household and able to give the **most** of the household information. This person can either be the head of the household, the spouse or any other usual and knowledgeable household member.

5.6 Building

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

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

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

Examples:

- a) A house together with detached/independent structures for bathroom, latrine and/or kitchen forms one building.
- b) Several huts for the same household constitute one building.

Please note that for cases (a) and (b) first make sure that all the structures are used by the same household.

- c) A servants' quarter in a yard forms a separate building if the persons occupying it are not part of the household in the main housing unit.
- d) A bungalow (main house) and its detached garage form one building.
- e) A block of flats forms one building.

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

Example:

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

5.7 Housing Unit

A housing unit is an independent place of abode intended for habitation by one household. This should have direct access to the outside such that the occupants can go in or come out without passing through anybody else's premises, that is, a housing unit should have at least one door which directly leads outside in the open or into a public corridor or hallway. Structures which are not intended for habitation such as garages and barns, classroom etc., but are occupied as living quarters by one or more households at the time of the survey will also be treated as housing units. The following are the types of Housing Units, thus:-

- a) **Traditional Housing Unit:** A traditional housing unit is indigenous to a particular village irrespective of building materials.
- b) **Conventional House/Flats (Housing Unit):** A conventional housing unit is a room or a set of rooms and its accessories in a permanent building. It can also be a structurally separated part of the permanent building by the way it has been built, rebuilt or converted. A conventional house is intended for habitation by one household and is not, at the time of enumeration and/or listing, used wholly for other purposes. Examples: bungalows, flats/ apartments, etc. A Conventional Housing unit may be just one structure, several structures or part of a big structure. If it is part of a structure, then other parts may also be housing units, like in a block of flats, or be other than housing units, like shop, an office, etc., or mixture of such units. In some cases, a place may be originally designed as a barn, warehouse, etc., and thus not intended for human habitation. Later on it may be converted into a housing unit by structural alterations, re-design, etc., and thus may now be fit and intended for habitation. In such cases, these will now be classified as conventional housing units.
- c) **Mixed Housing Unit:** Mixed housing units are of a mixed type i.e. with a unique combination of building materials. An example could be that of a conventional housing unit with concrete block walls with an extension of rooms of pole and dagga walls or a "cabin".
- d) **Mobile Housing Unit:** This is any type of living quarter that has been produced to be transported e.g. a tent. A mobile housing unit may also refer to a moving unit such as a ship, a boat, or a caravan occupied as living quarters at the time of the survey.
- e) **Part of Commercial building:** This is a living quarter which is part of a commercial building, e.g. shop owners having a housing unit on top of the shop.
- f) **An Improvised/Makeshift Housing Unit:** An improvised housing unit is an independent, makeshift-shelter or structure built of mostly waste or salvaged materials and without a predetermined design or plan for the purpose of habitation by one household, which is being used as living quarters though it may not comply with generally accepted standards for habitation. Such a unit will be generally found in suburban shanty areas. Not all structures in shanty areas may be considered as improvised as many of these may have been built in a planned manner from regular building materials.
- g) **Collective Living Quarters:** Collective living quarters include structurally separate and independent places of abode intended for habitation by large groups of individuals or several households with no common bond, public objective or interest. Such quarters usually contain common facilities such as kitchen, bathrooms, lounge or dormitories, which are shared by occupants. Examples are hostels.
- h) **Institutions:** Institutions are sets of premises in a permanent structure or structures designed to house groups of persons (usually large) who are bound by either a common public objective or a common personal interest. In this type of living quarters persons of the same sex frequently share dormitories. Examples are Hospitals, military barracks, boarding schools, convents, seminaries, prisons, etc.

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

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

Example 1.

A man and his family live in a house at the back of which are two separate servants' quarters on the same premises. In one of these quarters lives the house servant and in the other one lives the gardener. The house servant and the gardener have their own separate cooking facilities. Since the main building and the two servants' quarters are on the same premises, and since they eat separately, for survey purposes, they will be given separate Survey Building Numbers. The household in the main building will be treated as one household and will be given Survey Building Number 001, Housing Unit Number 01 and Household Number 1. The house servant will be treated as a separate household and will be given Survey Building Number 002, Housing Unit Number 01 and Household Number 1. The gardener will also be counted as a separate household and will be given Survey Building Number 003, Housing Unit Number 01 and Household Number 1.

Example 2.

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

Example 3.

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

Example 4.

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

5.8 Survey Sticker

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

The sticker will be marked with Province, District, Constituency, Ward, Religion, Locality, Survey Building Number (SBN), Household Unit Number (HUN), Household Number (HN) and the Listing Date.

STICKER

| ZAMBIA LABOUR FORCE SURVEY 2012 | |
|--|--|
| Province:..... <input type="text"/> <input type="text"/> | SEA..... <input type="text"/> |
| District:..... <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | SBN No..... <input type="text"/> <input type="text"/> <input type="text"/> |
| Constituency:..... <input type="text"/> <input type="text"/> <input type="text"/> | HHU No..... <input type="text"/> <input type="text"/> |
| Ward..... <input type="text"/> | HH No..... <input type="text"/> |
| CSA..... <input type="text"/> <input type="text"/> <input type="text"/> | Date:/...../..... |

CHAPTER 3

6 SURVEY PROCEDURES

6.1 Ethics and rules of conducting interviews

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

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

6.2 Preparing for the Interview

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

- a) **Reviewing the Enumerators Manual:** This includes reviewing the general interviewing procedures, the specific field procedures and the question-by-question instructions.
- b) **Reviewing the Questions in the Survey Questionnaires:** Before you begin interviewing, practise using the questionnaire to build up your confidence. A successful interview requires enumerators who fully understand the questionnaires and can use them easily and correctly. Fumbling through the questionnaire like losing your page, shuffling papers, etc. can disturb the person to be interviewed.
- c) **Organising Survey Materials:** Be sure you know what materials you need and that you have them with you before going into the field to interview. Check that you have the relevant questionnaire ready at hand before you start asking questions in order to avoid looking confused in the presence of the respondent.
- d) **Appearance and Behaviour:** The first thing the respondent notices about the enumerator is appearance. It is important that you present a good impression by being neat, polite and courteous.

6.3 Establishing a Good Relationship

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

6.4 Using the Questionnaire

The purpose of the interview is to collect accurate data by using the questionnaire and following standard interviewing practices. To achieve this, you need to understand the

survey questionnaire including how to ask the questions, how to follow instructions in the questionnaire and how to identify the various types of questions.

6.5 Asking the Questions

You should ask the questions in the way outlined below:

- a) **Remaining Neutral:** You must maintain a neutral attitude with respondents. You must be careful that nothing in your words or manner implies criticism, surprise, approval or disapproval of either the questions asked or of the respondents' answers. You can put respondents at ease with a relaxed approach and gain their confidence. The respondent's answers to the questions should be obtained with as little influence as possible from you. The questions are all carefully worded to be neutral. They do not suggest that any one answer is preferable to another. When a respondent gives an ambiguous answer, never assume what the respondent means by saying something like "Oh, I see, I suppose you mean....., is that right?" If you do this, very often the respondent will agree with your interpretation, even though it may not be correct.
- b) **Asking Questions in the Order Presented:** Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence. Changing that sequence could alter the intention of the questionnaire. Asking a question out of sequence can affect answers you receive later in the interview.
- c) **Asking Questions As Worded:** Do not change the question. If the respondent does not seem to understand the question, simply repeat it. In order that the information from the questionnaire can be put together, each question must be asked in exactly the same way for each respondent. In some cases, the respondent may simply not be able to understand a question. If it is apparent that a respondent does not understand a question after you have repeated it several times using the original language, you can rephrase it in simpler language. However, you must be careful not to alter the intention of the question when doing this. Sometimes, respondents will ask you to define words in a question or explain part of the question. When this occurs, refer to the relevant chapter in this manual.
- d) **Avoid Showing the Questions to the Respondent:** Respondents can be influenced by knowing what questions are coming next or by seeing the answer categories, which are not asked with the questions.

6.6 Instructions in the Questionnaire

In addition to the questions you must ask, the questionnaire contains instructions for you. The instructions are there to help you use the questionnaire correctly and must be followed closely. Most instructions for you are in capital letters and are NOT supposed to be read out to the respondent. These are:

- a) **Skip Instructions:** These direct the flow of the interview by telling you which question to ask the respondent next. (They are usually symbolised by two arrows >>). In other words, it is a method of tailoring the questionnaire to fit the respondents' situation and to prevent you from asking irrelevant questions. You must read these instructions with care so that you do not skip the correct questions and thus, miss out important information. When a question is not asked because of a skip instruction, you do not have to enter anything in the space provided. A good example from the questionnaire is B2 of section B, where

persons who never attended any institution of learning are not asked the questions regarding the level of education they completed, which happens to be the next question in the sequence.

- b) Question Specific Instructions:** Such instructions are always printed in brackets, sometimes bold. They are good reminders for specific instructions. An example is in question A3 of section A where you are instructed to write '00' if aged less than 1 year or 90 if aged 90 years or above.
- c) Screening Instructions:** These instructions specify which persons should be asked the questions. They appear before some sections. For example, questions on demographic characteristics about marital status in Section A Question A5 will be asked of persons 12 years or older only.

6.7 Probing

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

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

Probing, therefore, has two major functions:

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

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

The kind of probe to use must be adapted to the particular respondent and the particular answer given. There are some general types of probes that are frequently useful but the most important is to avoid getting into the habit of using the same probe. Instead, you must seek to understand what the intention of each question is, so that you will always know in what way a particular answer falls short of being satisfactory. The probe then should be devised to meet this gap. This will require you to be tactful.

It is very important to use neutral probes, that is, you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer. The reason for probing is to motivate the respondent to answer more fully or more precisely without introducing bias. Bias is the distortion of responses caused by the Interviewer's favouring of one answer over another.

- (a) **Repeat the Question:** When the respondent does not seem to understand the question, or when he/she misinterprets it, or seems unable to make up his/her mind, or when he/she strays from the subject, the most useful technique is to repeat the question just as it was asked the first time.
- (b) **An Expectant Pause:** The simplest way to convey to a respondent that you know he/she has begun to answer the question, but that you feel he/she has more to say, is to be silent. A pause often accompanied by an expectant look or a nod of the head gives the respondent time to gather his/her thoughts.
- (c) **Repeating the Respondent's Reply:** Simply repeating what the respondent has said as soon as he/she has stopped is often an excellent probe.
- (d) **Neutral Questions or Comments:** Neutral questions or comments are frequently used to obtain unbiased, clearer and complete responses. The following are examples of the most commonly used probes:
 - Anything else?
 - Any other reason?
 - Any other?
 - Could you tell me more about your thinking on that?
 - Would you tell me what you think?
 - What do you mean?
 - Why do you feel that way?
 - Which would be closer to the way you feel?

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

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

- a) The respondent does not understand the question and answers "I don't know" to avoid saying he/she does not understand.
- b) The respondent is thinking the question over and says "I don't know" to fill the silence and to give himself/herself time to think.
- c) The respondent may be trying to evade the issue, or he/she may feel that the question is too personal and does not want to hurt the feelings of the Enumerator by saying so in a direct manner.
- d) The respondent may really not know.

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

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

You should stop probing only when you have a clear, complete answer. However, if at any time the respondent becomes irritated or annoyed, stop probing.. We do not want the respondent to refuse to complete the rest of the interview.

6.8 Controlling the Interview

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

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

6.9 Recording Responses

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

Legibility: All the entries you make on the questionnaire must be legible and confined to the space provided. If your Supervisor cannot read an entry, the questionnaire will be returned to you for correction. All responses, which require written words, should be clearly printed in block letters rather than script. The recording of responses should be done clearly within the space provided; otherwise mistakes will be made at different stages of processing.

6.10 Ending the Interview

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

CHAPTER 4

7 LISTING PROCEDURE USING FORM A

7.1 INTRODUCTION

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

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

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

- b) At the time of listing, you will be required to fill in the identification and other particulars on the front page of the listing book. Inside the book, you will be required to fill in the Survey building number (SBN), Housing unit number (HUN), Household number (HHN), name of the household head and other particulars required on the listing form.

7.2 IDENTIFICATION PARTICULARS:

For Province, District, Constituency and Ward, write down the appropriate names and codes. Get the names and codes for the provinces and districts from appendix A of this manual. For Cluster number, CSA and SEA write down the corresponding codes only. Your supervisor will give you the codes.

Note that if you use more than one listing book, say 3 books, in one SEA, you should record "Book 1 of 3" on the first completed book, followed by "book 2 of 3" on the second completed book and "book 3 of 3" on the third book in the space provided.

You should also indicate your name where it says Enumerator's name and the dates when listing was done. The enumerator should give a brief explanation of where the SEA is located in the space provided under remarks.

ITEM 1: SURVEY BUILDING NUMBER (SBN)

Within your enumeration area, you will give a unique serial number to each building as you continue to list. This number will run serially in each enumeration area. The number will have 3 digits starting with 001, followed by 002, 003 and so on. No two buildings in your enumeration area should have the same survey building number. This will be different from other types of the numbers the building may already have such as house number, plot number, stand number, flat number, etc. The idea is to make sure that all the buildings (thus housing units) in your area have been covered. This will help you and your supervisor in checking on your progress.

ITEM 2: HOUSING UNIT NUMBER (HUN)

Each Housing Unit within the building should be given a housing unit number. This number will have 2 digits. The first housing unit within any particular building should be given number 01, the second one 02 and so on. Structures not intended for habitation

that are being used as living quarters at the time of enumeration are to be allocated appropriate housing unit numbers.

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

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

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

Example 3: Vacant and Non-habitable Housing Units are to be coded 00.
This includes all buildings that are not occupied.

ITEM 3: HOUSEHOLD NUMBER (HHN)

Each household within a housing unit will be given a one - digit serial number 1,2,3 etc. If the housing unit is vacant then write 0 in the box provided for household number. This will indicate that no one was living there at the time of listing.

ITEM 4: HEAD OF HOUSEHOLD

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

Note that the main respondent may not necessarily be the head of household.

For Locality, write down the name only (name of compound or village/chief).

ITEM 5: NUMBER OF HOUSEHOLD MEMBERS

You should ask the main respondent the number of all usual members of the household. Enter the total number of household members in the space provided. Enter the number of male and female household members in the respective spaces provided. For example if a household is made up of 8 members, six are female and 2 are male, enter as shown below;

| Total | | Male | | Female | |
|-------|---|------|---|--------|---|
| 0 | 8 | 0 | 2 | 0 | 6 |

If there is no male among household members, record "00" in the space for males and record the total in the space for total. Be certain to include the head of the household, the aged, and babies in the number recorded. These tend to be left out.

ITEM 9: SAMPLING SERIAL NUMBERS

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

Upon completion of household listing in all the selected SEAs, new household numbers; sampling serial numbers must be assigned to each household in the SEA within each category, given in column 9 of the listing form. The sampling serial numbers must be assigned sequentially within each category. For example there will be household number 1, 2, 3 to N in category 1. There will be household number 1, 2, 3 to N in category 2, and there will be household number 1, 2, 3 to N in category 3. The total number of households in each category will be equal to the last sampling serial number assigned for that category. The number of households to be selected in each category will be worked out by allocating the total number of households to be selected in the cluster (SEA) proportionately to the total number of the households in the three categories.

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

N_1 = the total number of households assigned sampling serial numbers listed in category 1

N_2 = the total number of households assigned sampling serial numbers listed in category 2

N_3 = the total number of households assigned sampling serial numbers listed in category 3

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

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

Where $i=1, 2, 3$.

Selection procedure

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

$$(N_1/M) \times n = n_1$$

For example if:

$M = 180$, $N_1 = 80$, $N_2 = 50$, $N_3 = 50$; where $N_1 + N_2 + N_3 = M$
 $n = 20$,

Therefore, using the relationship above,

$$n_1 = (80/180) \times 20 = 8.88$$
$$n_1 = 9$$

$$n_2 = (50/180) \times 20 = 5.55$$

$$n_2 = 5 \text{ \& } n_3 = 5$$

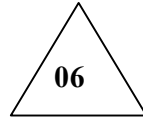
Because of rounding off, the total number of households to be selected may be low by 1. In such a situation, you should get one more household from category 1 because the survey will have a deliberate bias towards households with children who are working for pay or profit. If all the households in category 1 have been selected, consider category 2.

2. Calculate the sampling interval for each category as:

$$K_i = N_i / n_i$$

Where **K** is the sampling interval & $i=1, 2, 3$

3. Get a random number (R) between 1 and N for each category from the Random Number Table, this will be the first household selected and should be inscribed in a triangle as;



in the listing book.

The first selection will hence be Random Start (RS), for example, 06 above. The rest of the selected households should be inscribed in a circle as;



4. Add the interval to the random number to get you next selection: $R+K$
5. Add the interval repeatedly until you get your desired sample size.

CHAPTER 5

8 SPECIFIC DATA COLLECTION PROCEDURES - IDENTIFICATION

8.1 Province

Write in the space provided, the name of the province in which you are operating. Record the province code in the box provided. The code will be a 2 digit number e.g. Southern Province has a provincial code 08 (Codes will be provided). It is advisable to pre-record the code prior to an interview.

8.2 District

Write in the space provided, the name of the district in which you are operating. Record the district code in the box provided. Be mindful that, for the district four boxes have been provided. The first two boxes are for province and the last two for the district. (Codes will be provided). E.g. Southern province has a provincial code 09 and Kazungula district has a district code 05, therefore, the district code will be written as 0805 in the box provided.

8.3 Constituency Name

Write in the space provided, the name of the constituency in which you are operating. Record the constituency code in the box provided. (Codes will be provided).

8.4 Ward Name

Write in the space provided, the name of the ward in which you are operating. Record the ward code in the box provided. (Codes will be provided).

8.5 Region

Region refers to an area as to whether it is rural or urban. The determination of an area as to whether it is rural or urban was done during the Census Mapping exercise. Record code '1' for rural areas and code '2' for urban areas as prescribed by the list of sampled areas.

8.6 Census Supervisory Area (CSA) Number

Your supervisor will give you the number of the CSA in which you are operating. Record the CSA number in the box provided. (Codes will be provided).

8.7 Standard Enumeration Area (SEA) Number

Your supervisor will give you the number of the SEA in which you are operating. Record the SEA number in the box provided. (Codes will be provided).

Pre-record the number of the SEA in the boxes provided.

8.8 Cluster Number

Your supervisor will give you the number of the cluster in which you are operating. Record the cluster number in the box provided. (Codes will be provided).

8.9 Survey Building Number (SBN)

Within your enumeration area you should give a unique serial number to each building as you continue to enumerate. This number should run serially within each Enumerator's area. The number will be a three digit starting with 001, followed by 002, 003 and so on. No two buildings in your enumeration area should have the same 'Survey Building Number'. This number will be different from other types of numbers the building may already have, such as house number, plot number, stand number, flat number, etc. The idea is to make sure that all the buildings and thus housing units in your area have been covered. This will help you, your Supervisor, and anybody else who will be interested in checking on your progress and completeness of coverage. Write the SBN in the space provided.

For example

- (a) Survey Building Number 032 has three housing units (houses). These will be numbered 01, 02 and 03.
- (b) Survey Building Number 033 has only one housing unit. This will be numbered 01.
- (c) Survey Building Number 034 has two housing units. These will be numbered 01 and 02.
- (d)

8.10 Housing Unit Number (HUN)

Each housing unit will be given a number within the building. This number will be in two digits. The first housing unit within any particular building should be given number 01, the second 02, third 03 and so on. Structures not intended for habitation but actually being used as living quarters at the time of the Survey are to be allocated appropriate housing unit numbers.)

8.11 Household Number (HHN)

Each household within a housing unit should be given a one-digit serial number - 1,2,3, etc. If the housing unit is vacant write '0' in the box provided. This will indicate that no one was living there at the time of enumeration. If the Housing Unit is occupied, but you do not contact any household member at that particular housing unit, leave the box for HHN blank.

8.12 Locality Name

In the case of urban areas, enter the name of the area in the space provided, the name of the area, compound or township in which this house is located, e.g. Chelstone, Chipata Compound, Chilenje South, Malengwa. In the case of rural areas, write the name of the village/locality.

8.13 Physical address

Physical address is the information that describes the place in such a manner that a person may be able to reach it by this reference. This will include the name or number of the street and the location of this particular building on this street. It will also include house/ flat number that the house already has, plot or stand number or the name of the building if it is commonly known by that name. For example, flat No. 2, Fife Court, plot

712, Mwalule Road, and Longacres. In rural areas, name of the village/locality will suffice.

8.14 Interviewer Visits

The enumerator is supposed to make at least three visits in the event that he/she did not find the knowledgeable household member after the first and second visits. Thereafter, he/she may contact the supervisor for further instructions.

8.14.1 Interview Results

- **Completed;** You pick the category if the housing unit are occupied and you have enumerated the household. Enter the Code 1 in the box provided
- **Partially completed:** You pick the category if the housing unit are occupied and you have partially completed the interview. This must be after you have visited the household for at least three times without finding the most knowledgeable household member. Enter code 2 in the box provided.
- **No knowledgeable respondent;** This code should be used in cases where the dwelling is occupied, but no one is at home. Try to find out from a neighbour or from the children when a competent adult will be present and note it in your note book. If no one is at home when you visit, or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent, enter Code '3' as the result of the visit.
- **Entire household absent for extended period of time:** This code should be used only in cases where no one is at home and the neighbours say that no one will return for several days or weeks. In such cases, enter Code '4' as the result of that visit. Since the neighbours may be mistaken, you should make call backs to the household to check that no one has returned.
- **Refused.** If the individual with whom you first talk to is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, take note and report the problem to your supervisor.
- **Dwelling Vacant:** You are to pick this category after making sure that the house is vacant throughout your visits (at least 3 visits) during the survey period.
- **Dwelling Destroyed;** you are to pick this category after visiting the dwelling and discovering that the dwelling has been destroyed.
- **Other.** There may be times that you cannot interview a household and the above categories do not describe the reason. Examples of cases that would fit in the 'Other' category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease.

CHAPTER 6

SECTION A

9 DEMOGRAPHIC CHARACTERISTICS

This section is focussing on the background characteristics of members of a household. The characteristics include: Full names of each member of the household, sex, age, relationship of each household member to the head of the household, disability aspects, and marital status of each member of the household. Note that the question on marital status is applicable to persons aged 12 years and above.

9.1 PERSON NUMBER

In **Column (1)**, each row is assigned a unique number. This number is referred to as the Person Number (PN). It is used to identify the person listed on that row and to link all information collected later in the questionnaire to that individual. Since the head of the household is always supposed to be listed first on the household listing, their PN will be 01.

A1: Can you please provide the names of all persons who are usual members of this household, beginning with the Head of the Household? (Including those who are temporarily absent for any reason)

The first step in completing this questionnaire is to request for a list of all persons who usually live together as a household. Recall the definition of a 'usual household member' in section 2.3, we stated that **"a usual household member is one who has been living with the household for at least six (6) months or who intends to live with a household for more than six (06) months (e.g. newly married persons or newly born babies).**

Household members may or may not be related to each other either by blood or marriage. A house-helper or farm-labourer living together (as by the definition) could be part of the household. A usual household member normally lives together with other household members in one house or closely related premises and takes his/her meals from the same kitchen."

In the household listing column, record all household members' names in full, starting with the name of the head of the household. The household listing has space for 14 persons. However, if a household has more than 14 members, you are required to use an additional questionnaire to list the rest of the household members.

Note, however, that the serial numbers of the household members are pre-determined and run from 01 to 14 on each questionnaire. Therefore, should there be need to use more than one questionnaire in a particular household, the serial number of the first person on the second questionnaire will be 15 while the serial number of the first person on the third questionnaire will be 29, and so on and so forth.

Where a son is named after the father, add "Jnr" (short for JUNIOR) at the end of that name, to show that he is not the same person as the father.

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

A2: Is male or female?

Record the sex of each household member. If you can tell the sex of the person you are talking about, record the code for the sex without asking. If you are in doubt about the person's sex who may be absent at the time of the interview, ask for the sex of that person. Record code "1" when the response is male and code "2" when the response is female.

A3: How old was..... at (his/her) last birthday?

Ask for the age in completed years of each member of the household and record the age in completed years in the space provided. For example, if the person is 32 years and 11 months old, you should record 32 only. If the respondent cannot remember the age, ask for the year in which the person was born, this may help you ascertain the age.

For all persons aged less than 1 year, record code '00' and for all persons aged 90 or older, Record code '90'.

For persons who may not remember the exact year in which they were born, make reference to the years when major historical events/occasions occurred and estimate their ages. E.g.

- *End of World War II - 1945*
- *Birth of Kenneth Kaunda - 1924*
- *Creation of Lake Kariba – Between 1956 & 1960*
- *Mifulira Mine Disaster - 1974*

A4: What is..... relationship to the head of the household?

This question seeks to determine the relationship of household members to the household head. Members of a household are usually related in one way or another. The emphasis here rests on how each member of the household is related to the head of the household. (That is, how the household head call each member

of the household). A list of up to 17 different relationships to the head of the household is provided in the questionnaire.

The answer category domestic worker refers to non relatives who are usual members of the household, working and living in the household e.g. maids and gardeners, e.t.c.

The answer category non relative refers to individuals such as, a friend, a child to a friend, an uncle to a friend, e.t.c.

Record the appropriate response code in the space provided. There may be need to probe further to ascertain the exact relationship, e.g., differentiate between step son and own son.

A5: What is current marital status?

This question should only be asked to adult persons aged 12 years or older. Therefore, ask about the current marital status of each adult household member aged 12 years or older. Do not ask persons whose age is below 12 years. Enter the appropriate response code as provided in the questionnaire in the space provided.

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

Note that those that reported to have been cohabiting (living together) for more than six months should be considered as married.

9.2 HEALTH PROBLEMS (DISABILITY)

Disability as an umbrella term refers to problems, such as impairment, activity limitation or participation restrictions that indicate the negative aspects of functioning. However, the term “disability” often carries a lot of stigma – people are not happy to classify themselves (or family members) as disabled, dumb or mentally challenged. The questions are therefore worded more neutrally and talk about health problems.

Definitions: For purposes of the survey, *Health* refers to the general condition of the body or mind with reference to soundness, vitality, and freedom from disease. *Problem* refers to the respondent's perception of a departure from physical, mental or emotional well-being. This includes specific health problems such as a disease or chronic condition, a missing limb or organ or any type of impairment. It also includes more vague disorders not always thought of as health-related such as senility, depression, retardation, drug dependency, accidental injuries, etc.

Instructions: Read out the introductory sentence in the questionnaire, and ask the questions that follow on “disability” (Note that the following questions relate to permanent conditions of health problems (Disability)).

A6. Does have difficulty seeing, even if wearing glasses?

The purpose of this question is to identify persons who have permanent vision difficulties or problems of any kind even when wearing glasses (if they wear glasses). They can have a problem seeing things close up or far away. They may not be able to see out of

one eye or they may be only able to see directly in front of them, but not to the sides. Any difficulty with vision that they consider a problem should be captured.

Seeing refers to an individual using his/her eyes and visual capacity in order to perceive or observe what is happening around them.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. Observe if the person is wearing glasses and make sure that they understand that the question refers to difficulties they may have while they are wearing their glasses.

The answer categories are set up so that the respondent can indicate 'yes', 'no' or that they cannot do it easily. However people are not always sure how much difficulty is considered to be enough for a 'yes' answer. So they usually qualify their 'yes' with comments about their experience such as 'yes', I have a little problem or 'yes sometimes', or, when the problem is very serious, they indicate 'Oh, yes, a lot'. These answer categories try to capture that process. They may have to be repeated for the first one or two questions in order for the respondent to get familiar with the choices.

A7. Does have difficulty hearing, even if using a hearing aid?

The purpose of this question is to identify persons who have some hearing limitation or problems of any kind with their hearing even when using a hearing aid (if they wear a hearing aid). They can have a problem hearing only when they are in a noisy environment, or they may have problems distinguishing sounds from different sources. They may not be able to hear in one ear or both. Any difficulty with hearing that they consider a problem should be captured.

Hearing refers to an individual using his/her ears and auditory (or hearing) capacity in order to know what is being said to them or the sounds of activity, including danger that is happening around them.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. Note if the person is wearing hearing aids, make sure that they understand that the question refers to difficulties they may have even while they are wearing their hearing aids.

A8. Does have difficulty walking or climbing steps?

The purpose of this question is to identify persons who have some limitation or problems of any kind getting around on foot. It may or may not contribute to difficulty in doing their daily activities. They can have a problem walking more than a block, or short or long distances, or the problem can be that they can't walk up or down steps without difficulty. They may not be able to walk any distance without stopping to rest or they may not be able to walk without using some type of device such as a cane, a walker or crutches. In some instances they may be totally unable to stand for more than a minute or two and need a wheelchair to get from place to place. Difficulties in walking can include those resulting from impairments in balance, endurance, or other non-musculoskeletal systems. Any difficulty with walking (whether it is on flat land or up or down steps) that they consider a problem should be captured.

Walking refers to an individual using his/her legs in such a way as to propel themselves over the ground to get from point A to point B. The capacity to walk should be without assistance of any device or human. If such assistance is needed, the person has difficulty in walking.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. Note if the person is using an assistive device or has a person to help them with this function, it is highly likely they have difficulty with walking.

Note that questions A9 to A11 refer to a mental condition of a person.

A9. Does have difficulty remembering or concentrating?

The purpose of this question is to identify persons who have some problems with remembering or thinking that contribute to difficulty in doing their daily activities. They can have a problem finding their way around, or the problem can be that they can't concentrate on what they are doing, or they may forget where they are or what month it is. They may not remember what someone just said to them or they may seem confused or frightened about most things. Any difficulty with remembering, concentrating or understanding what is going on around them that they or family members (if the family member is the respondent) consider a problem should be captured. We do not intend to capture difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse.

Remembering refers to an individual using his/her memory capacity in order to recall what has happened around them. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back). In connection with younger people, remembering is often associated with storing facts learned in school and being able to retrieve them when needed.

Concentrating refers to an individual using his mental ability to accomplish some task such as reading, calculating numbers, learning something. It is associated with focusing on the task at hand in order to complete the task. It is the act of directing one's full attention to one subject or to focus on one thing without distraction.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. This is particularly true if the respondent has severe problems with remembering or concentrating.

A10. Does have difficulty with self-care such as washing all over or dressing?

The purpose of this question is to identify persons who have some problems with taking care of themselves independently. Washing and dressing represent tasks that occur on a daily basis and are very basic activities.

Washing all over refers to the process of cleaning one's entire body in the usual and culturally acceptable manner. The washing activity includes cleaning hair and feet, as well as gathering any necessary items for bathing such as soap or shampoo, a wash cloth, or water.

Dressing refers to all aspects of putting clothing or garments on the upper and lower body including the feet if culturally appropriate. Gathering clothing from storage areas (i.e. closet, dressers), securing buttons, tying knots, zipping, etc., should be considered part of the dressing activity.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. Note if the person is using an assistive device or has a person to help them with this function, it is highly likely they have difficulty with self-care.

A11. Does have difficulty communicating; for example understanding or being understood by others?

The purpose of this item is to identify persons who have some problems with talking, listening or understanding speech such that it contributes to difficulty in doing their daily activities. They can have a problem making themselves understood, or the problem may be that they can't understand people who talk to them or try to communicate with them in other ways

Communicating refers to a person exchanging information or ideas with other people through the use of language. They may use their voices for their exchange or make signs or write the information they want to exchange. Communication can be interrupted at numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that the auditory system is gathering and to recognize the words that are being used. The intention is not to include communication problems due to non-native or unfamiliar language.

A proxy respondent (i.e. a close family member) may be needed if the respondent is not able to answer for themselves. This is particularly true if the respondent has severe problems with communicating. Difficulties due to the fact that the language spoken is not one's mother tongue should be excluded when rating this question.

YOU HAVE NOW COME TO THE END OF THIS SECTION. ENSURE THAT ALL THE QUESTIONS HAVE BEEN ASKED AND RESPONDED TO APPROPRIATELY BEFORE MOVING ON TO THE NEXT SECTION

CHAPTER 8

SECTION B

10 EDUCATION AND LITERACY FOR HOUSEHOLD MEMBERS AGED 5 YEARS OR OLDER

This section is aimed at gathering information which focuses on the educational characteristics of individuals, such as literacy, school attendance and highest levels of education attained. Education plays an important role in a person's life and has a bearing on his/her socio-economic wellbeing.

B1: Can read and write in any language?

Find out whether each of the household members aged 5 years and above can read and write in any language. Record code "1" when the response is Yes or code "2" when the response is no.

B2: Has ever attended school?

The purpose of question B2 is to establish whether each household member **ever** attended school in his/her lifetime. He/She may be currently attending school. Find out from the respondent whether he/she and other household members have ever attended School? Record code "1" when the response is yes. Record code "2" when the response is no and skip to question B8.

B3: What is the highest grade of education that has successfully completed?

Find out from the respondent what the highest grade or level each household member completed. For those currently attending school, the highest grade completed is one which they **fully** completed. For example, a person that may be in grade 12 now has not completed grade 12. The highest grade completed is grade 11.

RECORD THE APPROPRIATE RESPONSE CODE AS PROVIDED IN THE TABLE BELOW.

| Before 1956 | 1956 – 65 | 1966 - 83 | 1983 to Date | Codes |
|-----------------------------------|----------------|-----------|----------------|-------|
| Nursery | | | | 00 |
| Sub-Standard A | Sub-Standard A | Grade 1 | Grade 1 | 01 |
| Sub-Standard B | Sub-Standard B | Grade 1 | Grade 1 | 01 |
| Standard 1 | Standard 1 | Grade 2 | Grade 2 | 02 |
| Standard 2 | Standard 2 | Grade 3 | Grade 3 | 03 |
| Standard 3 | Standard 3 | Grade 4 | Grade 4 | 04 |
| Standard 4 | Standard 4 | Grade 5 | Grade 5 | 05 |
| Standard 5 | Standard 5 | Grade 6 | Grade 6 | 06 |
| Standard 6 Lower | Standard 5 | Grade 6 | Grade 6 | 06 |
| Standard 6 Upper | Grade 7 | Grade 7 | Grade 7 | 07 |
| Form 1 | Form 1 | Form 1 | Grade 8 | 08 |
| Form 2 | Form 2 | Form 2 | Grade 9 | 09 |
| Form 3 | Form 3 | Form 3 | Grade 10 | 10 |
| Form 4 (GCE) | Form 4 (GCE) | Form 4 | Grade 11 | 11 |
| Form 6 lower | Form 5 GCE(0) | Form 5 | Grade 12GCE(0) | 12 |
| Form 6 upper | Form 6 Lower | Form 6 | Form 6 | 12 |
| Form 6 | Form 6 Upper | GCE (A) | GCE(A) | 13 |
| College Students | | | | 13 |
| University Undergraduate Students | | | | 13 |
| Certificate | | | | 14 |
| Diploma | | | | 14 |
| Post Graduate Diploma students | | | | 14 |
| Bachelors Degree | | | | 15 |
| Masters Degree or higher | | | | 16 |

B4: What is the field of study for the highest professional qualification.....completed?

Find out from the respondent the field of study he/she completed. Write and enter the appropriate code.(see appendix 2).

Examples of field of study include; economics, Law, Nursing, Accounting, e.t.c.

Note that only those with tertiary qualification should be asked this question.

Tertiary education refers to qualifications obtained after grade 12 e.g. college certificates, diploma, Degree, PhD.

B5. Is currently attending school?

The main aim of this question is to ascertain whether or not an individual in the household is attending school. It also applies to those that are on vacation/holidays. Therefore, find out from the respondent whether he/she is currently attending School. Record code "1" if the response is yes for that particular person. Record code "2" if the response is no for that particular person and immediately, skip to question B7.

B6. What grade is currently attending?

Now that you have established that is currently attending school, this question will assist in determining the grade is **currently** doing. Find out from the respondent which grade is **currently** doing. Record the appropriate response code as provided in the table for question B3. **Please, quickly refer to the table in question B3 above.** Note however, that college and university students have been assigned "special" codes outside the standard grading system of the country's education system.

Short courses

According to the Technical and Vocational Training Authority (TEVETA) any course that lasts for more than six months must be classified as a long-term course. Therefore, all courses that do not exceed six months will be regarded as short courses.

All workshops and seminars where certificates of attendance are issued and those with no certificates issued should not be treated as short courses. Therefore, as an enumerator you have to probe further to distinguish between routine workshops/seminars and courses. Workshop and seminar attendance should not be coded.

College students refer to those studying towards a diploma or certificate including Zambia Institute of Certified Accountants (ZICA). Undergraduate students' categories also include ACCA, CIMA students, etc.

B7. At what age did begin primary school?

The aim of this question is meant to find out the age at which household members of 5-17 years started primary school. Find out from the respondent at what age he/she started primary school. Record age in completed years. For all respondents who answer 'yes' to question B5 enter the number of years and skip to section C.

B8. At what age did leave school?

The aim of this question is meant to find out the age at which household members of 5-17 years stopped school. Find out from the respondent at what age he/she stopped school. Record age in completed years. This question should be asked to all persons who answered 'No' to question B5.

B9. What is/was the main reason..... is not attending or never attended school?

This question is to be asked to all respondents who have never attended or are not currently attending school. Several answer categories are provided for this question. Record the appropriate code in the space provided.

If you are given an answer that does not correspond to any of the answer options given in the questionnaire, Record code '12' for 'Other' and specify the response in the space provided.

10.1 SKILLS TRAINING FOR ALL HOUSEHOLD MEMBERS AGED 15 YEARS AND ABOVE

B10: Has.....ever received any skills training?

Skills training refer to the type of training which leads to the acquisition of a trade test certificate or a craft certificate. For example, carpentry, bricklaying, tailoring, e.t.c. Ask the respondent if he/she has ever received any skills training and enter the appropriate code.(see Appendix...)

B11: How didacquire this training?

Ask the respondent how he/she acquired the training and enter the appropriate code.

B12: The last time.....received training, how long did it last?

Find out from the respondent the last time he/she received training and long it took and enter the appropriate code.

B13: The last time.....was trained, in what field was he/she trained?

Ask the respondent the field of his/her training and record the code assigned to that field of study in the space provided. The codes are provided in **Appendix 2** of this manual.

B14: Have been able to apply this/these skills in any way possible?

Ask the respondent if they have been able to apply the skills in any way. Record the response in the space provided.

YOU HAVE NOW COME TO THE END OF THIS SECTION. ENSURE THAT ALL THE QUESTIONS HAVE BEEN ASKED AND RESPONDED TO APPROPRIATELY BEFORE MOVING ON THE NEXT SECTION

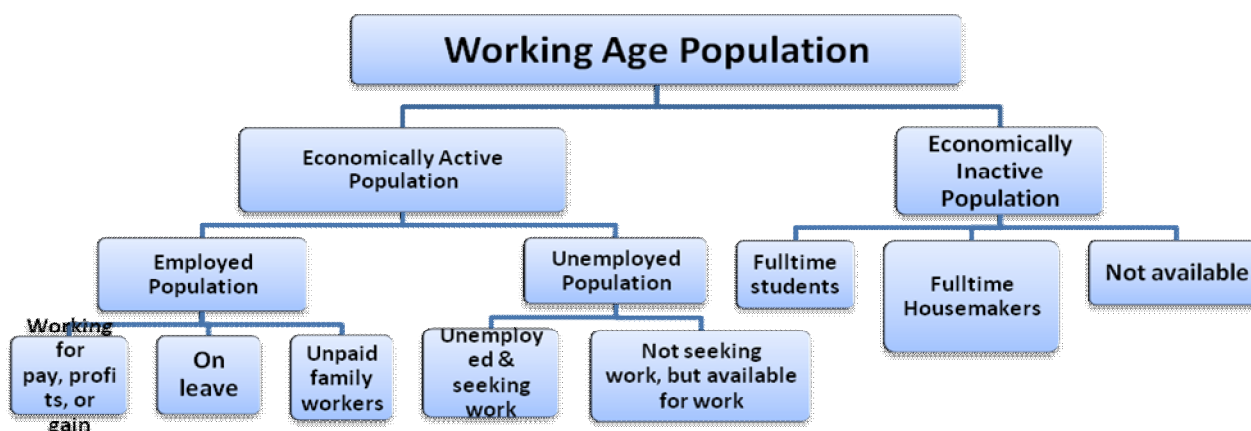
CHAPTER 9

SECTION III

11 ECONOMIC ACTIVITIES FOR ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND ABOVE – LAST 7 DAYS

Economic activities essentially relate to the main goods and/or services that an establishment or individual person provides or produces for economic gain. This section will basically be looking at the main goods and/or services produced or provided in the last seven days prior to the survey day. The issues raised here are important, as they would help in determining the extent to which different economic activities have penetrated the country's economy.

Working Age Population 15 Years and Above



C1: What was doing most of the time in the last 7 days?

Household members of up to a certain age usually engage in various activities for various reasons. This question is intended to establish the main activity each qualified member of the household might have been doing in the last seven days. By most of the time we refer to that activity on which the individual spent much of the time or attached greater importance to his/her daily activities in the 7 days period prior to the survey. This question is extremely critical because it identifies individuals who are in the labour force (economically active population) and those who are not. You should refer to the diagram above and ensure that your respondent or those you are asking about falls in the exact classification. Record the appropriate code in the space provided, and please follow the skip instruction where applicable.

C2: Did do any work for at least 1 hour in the last 7 days for which she/he was paid in cash or kind?

In the previous question (C1), we may have established that a particular member of the household was doing something for gain in the last 7 days. In question 2, we wish to establish whether any member of the household might have worked for at least 1 hour on particular activity in the last 7 days. The sole purpose is to determine whether or not any particular member of the household is employed. Remember to follow the skip instruction where applicable.

C3: During the past 7 days, did.....do any activities for household use only such as:

Please ensure that the answer categories A to J are read out to the respondents as examples.

1) Construction of own house

Find out if the respondent did construct his/her own house or that of the household in the 7 days prior to the interview. Note that we are only interested in those individuals that did these activities. Record the appropriate code in the box provided, and follow the skip instruction.

2) Major repair works on own house

Find out if the respondent did major repair works on his/her own house or that of the household in the 7 days prior to the interview. Note that we are only interested in those individuals that did these activities.

Record the appropriate code in the box provided, and follow the skip instruction.

3) Raise livestock or chicken

Raising livestock and chicken among household members are common activities in most households, especially in rural areas. Find out if the respondent raised livestock or chicken in the past seven days prior to the interview for household use only.

Record the appropriate code in the box provided, and follow the skip instruction.

4) Grow crops/vegetables

Find out if the respondent did grow crops/vegetables for household use only in the past 7 days. Note that we are only interested in those individuals that did these activities. Record the appropriate code in the box provided, and follow the skip instruction.

5) Caught any fish/hunt/collect other foods

Catching fish, hunting and collection of other foods among household members are common in most households, especially in rural areas. Find out if the respondent did catch fish, hunt or collected other foods such as fruits, mushrooms, caterpillars, honey for household use only in the 7 day period prior to the interview.

Record the appropriate code in the box provided, and follow the skip instruction.

6) Fetch water/collect firewood for household use?

Fetching water/collecting firewood activities among household members are common in most households, especially in rural areas. Find out if the respondent fetched water/collected firewood for household use only in the 7 day period prior to the

interview. Record the appropriate code in the box provided, and follow the skip instruction.

Skip to SECTION I for respondents aged 5-14 years that answered NO to question C3.

Produce clothing, furniture, clay pots or other products for household use?

Household members do a lot of activities for them to live a decent life, especially in rural areas. Find out if the respondent did produce clothing, furniture, clay pots or other products for household use only in the 7 day period prior to the interview.

Record the appropriate code in the box provided, and follow the skip instruction.

YOU HAVE NOW COME TO THE END OF THIS SECTION. ENSURE THAT ALL THE QUESTIONS HAVE BEEN ASKED AND RESPONDED TO APPROPRIATELY BEFORE MOVING ON THE NEXT SECTION

CHPATER 10

SECTION D

12 EMPLOYMENT

D1: What kind of work does.....usually do in the main job/ business that he/she had in the last seven days?

The respondent should be able to describe whatever he/she (or for someone else in case he/she is not present) did in the last seven days prior to the interview.

Examples: Bricklayer, Carpenter, Farmer, Guard, Primary/Secondary Teacher, Driver, etc. The codes for each detailed description of work mentioned are provided in appendix 3 in this manual. You are to legibly write down the job title for each member of the household aged 5 years and above in the space provided.

Note that economic activity takes precedence over inactivity. For example, a student who reports to have done some piece work for pay in cash /kind and for at least an hour should be considered as employed.

D2: What are... 's main tasks or duties in this job/activity?

Tasks refer to the type of work done during the reference period by the person employed irrespective of the industry or status of employment. For each household member write down the tasks performed in his/her main job or activity in the seven days period prior to the interview, and enter the appropriate code in the boxes provided. The detailed list of occupation with code is given in the **appendix 9**. If a person was involved in two or more tasks at the same time, enter the task in which he/she spent the large part of the working time.

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

Examples:

Drive a taxi, teach children, cook and sell food at the market.

D3: What kind of business/activity is mainly carried out by ...'s employer/establishment?

Business is founded on one principal activity to produce goods and/or services. They can either be of one type or of different types of goods and/or services produced or provided. Remember that the survey is more interested in the **main** goods and/or services. When there are several goods and/or types of services produced/provided, only ask for the main, in other words, ask for the one upon which the business is founded.

You are to legibly write down the main goods and/or services produced or provided at the respondent's place of work in the space provided and enter the appropriate code in the boxes provided.

Examples: Passenger road transport, retail trade in grocery,

D4: At what age did start to work for the first time in his/her life?

This question should be asked to all respondents aged 5-17 years.

Find out from the respondent at what age he/she started work for the first time and record the age in completed years.

D5: What is’s employment status?

This question is to be asked only to those persons who were considered working in C1. The type of employment may take different status such as self-employed, employer, paid employee etc. These options are provided in the questionnaire. Ask the respondent his/her (or someone else's) employment status. Record the appropriate code in the box provided. The following are the definitions of the answer categories provided:

A paid employee: is a worker who holds the type of job defined as 'paid employment' where the incumbent holds explicit (written or oral) or implicit employment contract that give them a basic remuneration (salary) that is not directly dependent on the revenue of the unit for which they work.

Apprentice, Intern

A person who works for another in order to learn a trade e.g an apprentice to a plumber.

Employer:

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

Examples:

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

Self-employed:

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

The fact that members of a person's household may assist him/her in his/her work without receiving any remuneration does not alter his/her employment status as 'self-employed' because he/she is not employing them. However, if he/she pays wages or a salary to any member of his/her household, in that case he/she is employing that member and this relationship (employer/employee) will then be recorded.

Examples of self-employed persons:

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

Unpaid Family worker: Is a person who helps without pay in the business of a household member.

D6: Does the employer contribute to any social security scheme for....?

Social security primarily refers to a social insurance program providing social protection, or protection against socially recognized conditions, including poverty, old age, disability, unemployment and others.

In Zambia it is a legal obligation which gives mandate to the employer to remit contributions for social protection of its employees. Most formal jobs are characterized by social security systems. They may be on health, social welfare or retirement among others. Ask the respondent if his/her employer contributes to any social security scheme for his/her security. Record the appropriate code in the box provided.

Example: NAPSA, Workers Compensation, Public Service Pensions Fund etc.

D7: Is.....entitled to paid leave in his/her main job?

Ask the respondent if he/she has the right to get paid leave, during which he/she could be allowed off duty for various reasons but still get a full wage/salary. Record the appropriate code in the box provided.

D8: Would ... get paid sick leave in case of illness or injury?

Find out from the respondent if he/she would get paid sick leave in case of an illness, in his/her main job. Record the appropriate code in the box provided.

D9: Does get paid maternity leave in case of pregnancy?

This question will only be applicable to Females. Find out from the respondent if she gets paid maternity leave in case of pregnancy in her main job. Record the appropriate code in the box provided.

D10: On this job, is ... a member of any trade union?

Find out from the respondent if he/she is a member of a Trade union. Record the appropriate code in the box provided.

D11: Does ...'s employer deduct income tax from his/her salary?

Find out from the respondent if his/her employer deducts income tax from his/her salary in his/her main job. Record the appropriate code in the box provided.

D12: Is ... employed on the basis of a written contract or an oral agreement?

Find out from the respondent if he/she was employed on the basis of a written contract or an oral agreement and record the appropriate code in the box provided.

D13: Is 's work.....?

This question has pre-coded answer categories of the existing forms of work. You are to ask the respondent to provide the form of work he/she is engaged in. Read out the answer categories as provided in the questionnaire to the respondent to guide him/her and record the appropriate code in the box provided.

The following are the definitions of the answer categories provided:

Permanent work is one which has been operated or intends to be operated on for more than six months and there is formal attachment with the employer in the form of readiness by the employer to cover issues of PAYE, social security etc.

Fixed period contract: is one which has been operated or intends to be operated on for a fixed period of time and there is a formal attachment with the employer in the form of readiness by the employer to cover issues of PAYE, social security etc.

Temporary/Casual work: is one which has been operated or intends to be operated on for less than one year and there is no formal attachment with the employer.

Part-time work: Part-time work is work performed by an employed person whose normal hours of work are less than those of fulltime workers.

Seasonal work is one that is only done during a certain season of the year. A good example is that of sugar cane cutting of Nakambala Sugar Company in Mazabuka, a trader who sells mangoes during the rainy season only.

For those with the “Don’t know” response, enter code 9 in the box provided.

D14: Does.....work in.....?

This question is intended to identify the sector within which the business or enterprise of the respondent falls. Pre-coded answer categories of the various sectors are provided in the questionnaire. Read them out to the respondent and record the appropriate code in the box provided.

The following are the definitions of the answer categories provided:

Central Government: is generally composed of government departments or ministries. This includes Government-funded schools, clinics, health centres, etc and skip to **D18**.

Local Government: The local Government comprises of District Councils. This sector includes commercial activities operated by the councils like Nyika Motel in Petauke District.

*Note that the Ministry of Local Government and its departments belong to the Central Government and skip to **D18**.*

Parastatal: These are establishments in which the Government has a controlling interest. Some of these parastatal companies are partly owned by private individuals although the Govt owns at least 51% shares. Other parastatals are owned wholly by the Govt. e.g. ZESCO, ZSIC, ZAMTEL and skip to **D18**.

NGOs: These are non-profit making institutions that provide services (or products) free of charge or at prices that are not economically significant. Included in this sector are charities, relief and aid organisations like the Red Cross. Others are trade unions, professional associations, consumer associations, political parties, social, cultural, recreational and sports clubs.

Private business: These are profit-making organisations owned by private individuals or a group of individuals. Profits of the private corporations go to the owners.

International Organisation, Embassy: Examples of International Organisation are United Nations, International Labour Organisations, JICA, DANIDA, etc and skip to **D18**.

Private household, for example, paid domestic worker. Skip to **D16**.

Producers co-operative: Examples include Twashuka co-operative, etc.

D15: Is the business where....works registered with.....?

This question is aimed at determining the formality of the business. Find out from the respondent if the business where he/she works is registered with any of the following; Registrar of societies, Patents and Company Registration Authority (PACRA) and Zambia Revenue Authority (ZRA). Record the appropriate code in the box provided.

D16: How many persons including..... work at this place of work?

One of the criteria used to determine whether a particular place of work falls under the formal or informal sector is by the number of employees (workers) it has. The question is intended to find out the number of persons working at a particular place of work including the respondent. Ask the respondent the number of persons working at his/her place of work and record the appropriate code in the box provided.

D17: Where does mainly undertake his/her work?

The purpose of this question is to establish the location of the work place of the respondent. This refers to the area where the work activities take place. Pre-coded responses are provided in the questionnaire.

The following are the definitions of the answer categories provided:

Fixed business premises: is usually a fixed place where business is conducted.

At a market: refers to the location where goods/services are traded. A traditional market is a place where traders set up stalls and buyers browse the merchandise. It can either be located in a residential area, a non-residential area, in a commercial area, central business district or in a combination of two or more of these areas.

By the road side: These are business activities operated by the roadside, pavements or highway, but in open spaces.

No fixed location: relates to businesses or type of work conducted by mobile businesses, such as hawkers.

At home: relates to businesses carried out in homes such as baking and selling of cakes.

Other (specify): This may include any other locations not classified in the five locations above.

Record the appropriate code in the box provided.

D18: How long has.....worked for this employer/in this business or activity?

This question intends to find out how long the respondent has been working for his/her employer or in the business/activity. Ask the respondent how long he/she has worked for this employer/in this business or activity and record the appropriate code in the box provided.

D19: In addition to this job/ business activity, in the last 7 days, didhave any other job or business activity even if only for 1 hour?

This question intends to establish whether the respondent had a second job/ business activity in the last 7 days even if only for 1 hour. Ask the respondent whether he/she had an additional job/ business activity in the last 7 days even if only for 1 hour. Record the appropriate code in the box provided.

Example: If Mr. Banda is a Secondary School Teacher and in the last 7 days operated as a Taxi driver in the night for an hour or more then driving a taxi was his second job.

YOU HAVE NOW COME TO THE END OF THIS SECTION. ENSURE THAT ALL THE QUESTIONS HAVE BEEN ASKED AND RESPONDED TO APPROPRIATELY BEFORE MOVING ON THE NEXT SECTION

CHAPTER 11

SECTION E

13 HOURS OF WORK AND UNDEREMPLOYMENT

E1: How many days per week does..... usually work in his/her job?

According to nationally recognized conditions, there is a specific number of days one is expected to usually work in any particular week for one to be considered fully employed. Any work done for less than the nationally recognized number of days is regarded as underemployment.

Record clearly the number of days committed to work by the respondent per week in the boxes provided under **E1a** and **E1b** for the main job and the second job respectively. However, were a respondent had only one main job the boxes for the second job should be left blank.

E2: How many hours per day on average does usually work in his/her job?

According to nationally recognized conditions, there is a specific number of hours one is expected to usually work in any particular day for one to be considered fully employed. Any work done for less than the nationally recognized number of hours is regarded as underemployment.

Record clearly the rounded off average number of hours committed to work by the respondent per day in the boxes provided under **E2a** and **E2b** for the main job and the second job respectively.

E3: During the last 7 days when did.....usually carry out these activities?

This question intends to find out when the respondent performed his/her work in the last 7 days i.e whether in the day, night or both to ascertain waste forms of child labour. Record the appropriate code in the box provided.

E4: In the last 7 days, would..... have liked to work more hours than he/she worked, provided the extra hours had been paid?

Given a chance, the respondent may have been willing to work more hours, on average, than what he/she does. Find out from the respondent whether or not he/she was willing to work for more hours, provided the extra hours had been paid. Record the appropriate code in the box provided and please follow the skip instruction.

E5: How many additional hours could..... have worked in the last 7 days?

This is a follow up question to question **E4**. The respondent might have been willing to work for additional hours, on average, than what he/she does. Find out from the respondent the number of hours he/she would have been willing to work, and record this number of hours in rounded off figures in the box provided.

E6: Would..... like to change his/her current job/business?

This question intends to establish whether the respondent would want to change his/her current job/business. Find out from the respondent whether he/she would want to change his/her current job/business. Record the appropriate code in the box provided and please follow the skip instruction.

E7: What is the main reason..... would like to change his/her current job/business?

This question intends to find out the main reason the respondent would want to change his/her current job/business. Find out from the respondent the main reason why he/she

would want to change his/her current job/business. Record the appropriate code in the box provided.

E8: In the last 30 days, did.....look for another job/activity to replace his/her current one(s)?

This question intends to establish whether the respondent looked for another job/activity in the last 30 days with the intention to replace his/her current job(s). Find out from the respondent whether he/she looked for another job/activity in the last 30 days with the intention to replace his/her current job(s). Record the appropriate code in the box provided and please follow the skip instruction.

E9: What did..... do to find another Job/activity?

This question intends to find out whether the respondent did anything to find another job/activity. Ask the respondent whether he/she did anything to find another job/activity. Record the appropriate code in the box provided.

CHAPTER 12

SECTION E

14 INCOME FOR ALL HOUSEHOLD MEMBERS AGED 15 YEARS OR OLDER

Why do people work? The answer to this question is obvious: People need an income to make ends meet. In how far employment provides people with sufficient income is therefore a central question to which the 2012 Labour Force Survey is expected to provide some answers.

Income from employment is difficult to measure. Many people are uncomfortable to disclose this information, and especially the self-employed might have no good idea about how much they actually earn.

Income from paid employment

Attention: This Section has to be answered by the individual respondent herself / himself, and not by another household member.

One challenge for earnings questions is that the main respondent of the LFS will often not know how much other members of the household earn, or actually provide wrong and misleading information about the earnings of other household members. The reason for this is simple: Few husbands and wives will disclose to their spouses (or children) how much exactly they earn.

You should therefore make every effort to speak directly to the respondent, in privacy. However, when it is not possible to find the individual respondent, please mark this in the last column of this section **(FX)** so that answers by individual and proxy respondents can be compared at a later stage.

The objective of this section is to make it as easy as possible for the respondent to answer. Therefore, the module simply records the amount of the last payment, and all calculations – such as converting weekly into monthly earnings – are done at a later stage in the office.

In order to obtain monthly earnings, we therefore also need to record information on the frequency of payments, and on the amount of work done over the past month. This is recorded in questions FA1 to FA3.

FA1: What is the frequency of’s income/earnings?

Note that this question refers to the actual regularity of pay. That is whether the person is paid on a daily basis, weekly etc.

Use the category “Daily” only when the worker receives his or her pay when work is finished in the evening or late afternoon. This will only be the case for casual workers who are hired on a daily basis, and might not work for the same employer the next day.

For workers who get paid monthly, you can directly go to question FA4. For those who get paid every two weeks or weekly, continue with the next question (FA2) and for those who get paid daily with question FA3.

(QUESTION FA2 TO FA4 SHOULD BE ASKED TO EMPLOYEES WHO ARE NOT PAID ON A MONTHLY BASIS)

FA2: How many weeks did work in the last month?

Ask this question to those who are paid weekly or every two weeks. This information is needed to estimate the total monthly earnings of a respondent. It enables us to take into account that somebody might have worked not for the full month. For respondents who worked the entire month, note down "4" weeks. After completing, continue with question FA4.

FA3: How many days did work in the last month?

This question is only for those who get paid at the end of every day. *Enter number of **days** the respondent worked in the last month (and got paid).*

Calculation aid:

Every week from Monday to Friday = 22 days

Every week from Monday to Saturday = 26 days

This is meant to help you in cases where the respondent worked throughout the month.

FA4: The last time was paid in his/her main job, how much did he/she receive?

The income in this question refers to take-home pay, i.e. the total earnings that a worker receives in cash or onto her/his bank account after all deductions for taxes and social security contributions have been made. It includes all direct wages and salaries, but also pay for overtime, shift-work, commissions, tips, cash allowances, regular cash bonuses and gratuities, and remuneration for time not worked (such as during sick leave or paid annual leave).

Attention!: This refers to the bi- weekly/weekly/daily rate as identified in **FA1**

In the case of employees with a frequency of pay that is not monthly (see question FA1), confirm that the amount given actually refers to the frequency you obtained earlier. For example, if somebody states in FA1 that s/he gets paid on a weekly basis, and then states that the last payment was K1,200,000 million, confirm that this covered one week (and not a month).

Enter the amount in Kwacha, either as full figures such as K200,000. The codes that should be used in case of non-response are the following: **97** for "**Paid in kind only**", **98** for "**Don't know**" and **99** for "**Refused**". Make sure that all employees are noted down either with the answer in Kwacha or with one of the codes for missing answers so that supervisors can check the consistency of answers. If an employee or an apprentice receives no pay (e.g. in an unpaid internship), enter "00". Do not leave this field blank if the respondent is an employee.

FA5: Last month, in his/her main job, how much was..... paid in total wages/salary, after any deductions for taxes or social security contributions?

This question aims at obtaining the total monthly wage/salary the person is entitled to including regular allowances. These allowances could be transport, housing or retention that are usually paid together with a salary or wage.

This comprises regular payment for time worked and work done, pay for overtime, shift-work, commissions, tips, cash allowances, regular cash bonuses and gratuities, and remuneration for time not worked.

*For those who are paid on a bi- weekly/weekly/daily or other basis
ask for an estimate of total monthly wage/salary*

FA6: Even if you can't say the exact amount, would say that's monthly wage/salary in his/her main job was.....?

This question should only be asked if FA5 was Don't know or Refused:

For respondents who gave an actual amount in FA5, indicate the appropriate income band.

Example: If the respondent responded that the monthly wage/salary is K2,000,000, the appropriate code for this income is 06.

For persons who refused to give their income in FA4, please read the income bands in FA6 until you reach the one that the person confirms and enter the appropriate code.

FA7: Last month, did’s employer provide him/her with any payments in kind?

By payment in kind we mean items/facilities/services of value that employees may receive from the employers at no cost as part of their payment for work done in the last month.

Some workers receive part of their pay in kind. Domestic workers frequently receive free food and accommodation, and other employees might receive a free or subsidized housing or a vehicle for their personalized use. Employers might also hand out free clothing or any other goods and services as part of a compensation package. This question simply records whether an employee received such in-kind payments, so please read out the entire list of examples.

Goods and services that are provided by an employer directly in relation to the work (and not to the personal benefit of the worker) do not fall into the categories of in-kind payments. Excluded items are, for example, uniforms of policemen, security guards and airline pilots, safety equipment of miners and other workers, tools used to carry out work, computers and laptops provided for official use, office stationary and vehicles used exclusively for work duties. Do not include the accommodation of soldiers who live in barracks.

END INTERVIEW FOR AN INDIVIDUAL IF RESPONSE IS 2 OR 9 AND COMPLETE FX ON PAGE 16 OF THE QUEWSTIONNAIRE

FA8: If.....had to pay for these goods and services, how much do you think it would have cost in total in the last month?

This question aims at recording the value of in-kind payments per month. Putting a monthly value to free housing or food is relatively simple – ask the respondent to estimate the rent that he/she would have otherwise paid for similar accommodation, or estimate the price of the free food if it had been bought in a supermarket or somewhere else.

The estimation is complicated when an employer provides 'bulky' items, such as a vehicle. In this case, it would be misleading to note down the value of the vehicle – an employee normally does not receive a new car valued e.g. K75 million every month, but is given one for her or his personal use (and might have to return it when leaving the job). You therefore need to estimate the value of using the car per month (i.e. the

service provided), that is how much the respondent would have paid for transport if that vehicle was not provided. Look at the expenditure saved if the respondent would otherwise have to use public transport or rent a vehicle.

Sometimes, goods and services are provided by an employer not for free, but on a subsidized basis. For example, if a house that would normally cost a monthly rent of K2 million is let out to a worker for K200, 000, the advantage for the employee is K1.8 million. In such cases, please discuss the details with the respondent and estimate the amount saved by the respondent because of the subsidy.

FB1: What type of business is..... engaged in?

The question identifies respondents who are engaged in either Agriculture or Non Agriculture activities as employers or Self employed. For the respondents involved in Agriculture skip to question **FB8**. For those involved in Non Agriculture proceed with **FB1**.

Income from self-employment in the non-agricultural sector

This section collects information on the net income made from self-employment in the non-agricultural sector in the last month. To collect information on net income, we first collect information on sales or turnover, and then on expenditure.

FB2: Last month, how much were the total sales or your turnover from main business or activity?

Interviewer: This refers to the gross takings, not the net profit.

This is the part where respondents are supposed to state their total sales or their total turnover. It refers to the total price of all goods sold (e.g. for vendors and producers) or the total takings from services provided to customers (e.g. in the case of a hairdresser or a carpenter). Enter amount in Kwacha.

FB3: To run his/her main business or activity, about how much did spend on business expenditure such as goods for resale, purchase of raw materials, wages, etc. during the last month?

Interviewer: This refers to regular business expenditure only.

In order to make sales or to provide services, self-employed workers have outlays: Vendors need to buy goods for resale, producers need to purchase raw materials and all those who are employers and hire other workers need to pay them wages. Others might have to pay licence fees (e.g. for a market stall), rent business premises, pay for transport of goods for resale or pay for firewood needed to cook at a food stall.

Please include all expenditure that is directly necessary to run the business. When asked about "expenditure" or "expenses", some respondents might volunteer their personal expenditure items – such as the rent or the electricity bill in their home. These are not business expenses and should not be included here. Also excluded are large, one-off investment items that will last for a long time. For example, a fisherman might have bought a boat in the past month, but this is not a business expense since s/he can use the boat for several years and does not have to buy a new boat every single month.

If outlays are suspiciously large (or are larger than take-ins recorded in FB2), probe to clarify. However, sometimes self-employed workers will make a loss, for example when the goods they have bought for resale go bad or are stolen. Enter amount in Kwacha.

FB4: Last month, did take any products from your main business or activity for his/her household's own use?

People who run small businesses frequently do not separate between their own account and the business they own. For example, a vegetable vendor will simply take the vegetables she needs from her own stall – without paying herself for them. This means that some items she has bought (and that are recorded under business expenditure in FB3) are not available for re-sale and therefore do not appear in Question FB2.

This question aims at capturing any indirect gains from self-employment. If this is the case enter the appropriate code in the space provided.

FB5: If had to purchase those products, how much do you think they would have cost Him/her?

This question is there to capture the value of any own-consumption, as explained above. Note that we want the total value of such own-consumption over the past month. Enter amount in Kwacha.

FB6. Last month, how much did make in net profit, from your main business or activity?

That is, after considering all the sales and deducting all expenses.

Interviewer: This refers to the net profit (e.g. Total sales minus expenses needed to make the sales).

Many people who run small businesses have a fairly good idea of how much net profit they have made in the past month. By net profit, we mean the amount that someone "gained" from running the business – i.e. what was left over from the Cash made through sales once all the expenses for running the business (including the cost of own consumption) are deducted.

However, even if a respondent provides you with a ready answer, please confirm the plausibility of the calculation e.g. asking "How did you arrive at the figure you just gave me?". When the respondent explains how he or she calculated the net profits, you will be able to detect any misunderstandings. For example, in an earlier test one respondent who is a member of a rotating savings club simply volunteered the amount he received from that club in the past month. This is of course not a profit in the way it is meant in this question (and in fact no profit at all, since his payout was matched by an equal contribution in previous months).

If the respondent does not know her or his net profit, assist in calculating it by probing about sales and business expenditure for inputs. Please enter the amount in Kwacha and then continue with question FB7.

FB7: Even if you can't say the exact amount, would say that's made net profit of.....?

This question should only be asked if FB6 was Don't know or Refused:

For respondents who gave an actual amount in FB6, indicate the appropriate income band. **If the respondent responded that the monthly net profit is K2, 500,000, the appropriate code for this income is 06.**

For the persons who refused to give their income in FB6, please read the income bands until you reach the one that the person confirms. If the respondent still doesn't know the answer (code 98) or refuses to answer (code 99), please enter the appropriate code.

Income from self-employment in the agricultural sector

This section collects information on income from self-employment in the agricultural sector, including subsistence farming. Since most farming in Zambia is seasonal, the main harvest will only be once in a year. It would therefore be misleading to ask about the harvest in the past month since the answers would greatly depend on when the survey is made.

This section therefore uses a reference period of one year, either as the "past 12 months" or the "past agricultural season". Note that the agricultural season in Zambia runs from 1 October to 30 September the following year. **If the fieldwork is done in June 2012, or July 2012 (main survey), the "current agricultural season" would refer to 1 October 2011 to 30 September 2012. In July 2012, it might be easier for respondents to report on the past 12 months – which includes the last harvest in May and June 2012.** Make sure that respondents only report on one harvest!

FB8: Did sell any products from your farm or plot in the last 12 months / during the current agricultural season?

This question refers to any sales of agricultural products in the last "past 12 months" or the "current agricultural season". These sales would typically be crops such as maize, cotton or tobacco, but can also be any other products, even if sold only on a small scale. Livestock raised and sold, such as chickens, goats or cattle, also fall into this category. If the answer is "Yes", continue with the next question; if the answer is "No", End Interview for the individual and mark appropriate code in FX.

FB9: How much income did earn from those sales in the last 12 months / during the current agricultural season?

Interviewer: Write down total sum of sales for the last 12 months in Kwacha.

This question aims at recording the total cash value of sales in the "last 12 months" or the "current agricultural season". Often, respondents will not have a ready answer, but can provide you with information on the number of e.g. bags of maize or the number of chickens and goats they have sold. You and the respondent will therefore have to calculate the total value of sales before entering it into the questionnaire.

For your guidance, refer to the typical prices for important agricultural products in Appendix :

Do not deduct any expenses for inputs or transportation from the sum; this will be done in a separate question (FB12).

FB10: Diduse any of the products from your farm or plot for own consumption over the current agricultural season?

Again, this is a filter question to determine whether farmers used any of the products that have grown or livestock they have raised for their household's own consumption. In the vast majority of cases, the answer will be "Yes", though there can also be some farms that don't use any of their outputs (e.g. in the case of horticulture or tobacco farming). If the answer is "Yes", continue with the next question; if the answer is "No", skip to FB12.

FB11: If had bought those products on the market, how much would you have paid for them?

This question aims to record the total value of own-consumption. You will have to assist the respondent in calculating the total value (see above). Prompt by asking about crops such as maize, but also about livestock slaughtered (chickens, goats, pigs, cattle) to make sure that all products are included.

Write down the total value of own consumption in the last 12 months in Kwacha.

FB12: How much did spend on inputs such as fertilizer, pesticides, transportation of goods to the market and wages for people who helped on your farm or plot?

To produce outputs, farmers incur costs for inputs such as fertilizer, pesticides and seeds. Sometimes, they will have to pay for transportation of goods to the market where they can sell them, or hire other (casual) workers to help with the work and pay them wages. This question records these business expenditures so that the net profit (value output – cost of inputs) can be calculated at a later stage.

Assist the respondent in calculating the total expenditure for these inputs, and make sure not to include expenditure that is not directly related to production. When people hear the keyword “expenditure”, they tend to volunteer information that is not relevant in this context – e.g. their expenditure on school fees and uniforms, fuel for cooking, or expenditure on medicine. Also, exclude investment expenditure for items that will keep their value for a long time (e.g. farm machinery).

FB13: How much net Income did earn from the sales during the last 12 months?

That is, after considering all the sales and deducting all expenses.

Interviewer: Write down the total sum of sales in the last 12 months minus all the expenses and own consumption in kwacha.

By net Income, we mean the amount that someone “gained” from the Agricultural activities in the last 12 months – i.e. what was left from the Cash made through sales of Agricultural products after the expenditure on inputs have been deducted.

However, even if a respondent provides you with a ready answer, please confirm the plausibility of the calculation e.g. asking “How did you arrive at the figure you just gave me?”. When the respondent explains how he or she calculated the net Income, you will be able to detect any misunderstandings.

If the respondent does not know his/her net Income, assist in calculating it by probing about sales and recurrent expenditure for inputs. Please enter the amount in Kwacha and then continue with question FB14.

FB14: This is meant to be a check for verifying the figure provided in FB13

This question should also be asked to persons who refused to answer the previous question. For respondents who gave an actual amount in FB13, indicate the appropriate income band. **If the respondent responded that the Net Income is K19, 500,000, the appropriate code for this income is 09.**

For the persons who refused to give their income in FB13, please read the income bands until you reach the one that the person confirms. If respondents still doesn't know the answer (code 98) or refuses to answer (code 99), please enter the appropriate code.

FX: Complete after Income Section.

Interviewer: Who answered section F?

This is an important column that you should complete directly after having carried out the interview. It helps to assess how reliable the information is, and whether there are any systematic differences between information provided by direct or proxy respondents. Please complete this question truthfully; your supervisor will understand that it is not always possible to talk to the respondent herself/himself – despite your best efforts to do so.

CHAPTER 13

SECTION G

15 UNEMPLOYMENT

This section looks at all the persons who have been identified as unemployed in the economically activity sections. For this survey, the unemployed comprise all persons above the age of 15 years who during the reference period were:

- Without work (i.e. were not in paid employment or self employment);
- Currently available for work (i.e. were available for paid employment or self employment during the reference period); and
- Seeking Employment (i.e. had taken steps to seek paid employment or self employment. These steps may include registration at a public or private employment exchange, application to employers, checking at worksites, farms, factory gates, placing or answering newspaper advertisements or seeking assistance from friends or relatives etc.

Persons temporarily absent from their jobs with no formal attachment with their employers who are currently available for work and seeking work are unemployed.

Students, homemakers and others mainly engaged in non-economic activities during the reference period who satisfy conditions set in bullets 1, 2 and 3 are regarded as unemployed.

G1: In the last 7 days, couldhave started work if a job or business opportunity had become available?

Find out from the respondent whether or not s/he and other household members looked for work in the last 7 days. Enter the appropriate code and remember to follow the skip instruction where it applies.

G2: What was the main reasonwas not available to start work in the last 7 days?

Find out the main reason the respondent was not available to start work in the last 7 days. The possible answer categories are provided in the questionnaire. Enter the appropriate code in the box provided.

G3: In the last 30 days, did look for a job or try to start a business?

You should find out from the respondent whether or not each household member had made any effort to look for a job or start a business of her/his own. These efforts would imply taking steps to find a job or open own business. Enter the appropriate code and remember to follow the skip instruction where it applies.

G4: What steps didtake in the last 30 days to find a job or start a business?

You should find out from the respondent whether they took any steps to find a job or start their own business. These steps would be either registering at a public or private

employment exchange, applying to employers, checking at worksites and factory gates etc. Enter the appropriate code in the box provided and all should skip to G7.

G5: What was the main reason..... did not look for work or try to start a business in the last 30 days?

This question is meant for the respondents who were available for work but did not take any steps to look for a job or try to start a business. Find out the main reason the respondent did not look for work or try to start a business in the last 30 days. The possible answer categories are provided in the questionnaire. Enter the appropriate code in the boxes provided.

G6: In the last 12 months, did do anything to look for work or try to start a business?

You should find out from the respondent if they made any effort to find a job or start a business of her/his own. Enter the appropriate code in the box provided.

G7: How long has been without work and trying to find a job or start a business?

You should find out from the respondent the duration in terms of the period they have been available for work and wanting to work. Answer categories are provided in the questionnaire. Enter the appropriate code in the box provided.

H1: Has..... ever worked for a wage or salary, or other income in cash or in kind (including income obtained from his/her own or a family business or farm)?

You should find out from the respondent whether they have worked before for a wage or a salary. Enter the appropriate code in the box provided. For answer category 2 End interview for the particular individual.

H2: For how long did work in his/her previous job?

You should find out from the respondent the length of time she/he worked in her/his previous job. Answer categories are provided in the questionnaire. Enter the appropriate code in the box provided.

H3: How long ago did stop working in his or her last job or business activity?

You should find out from the respondent how long ago it is from the time she/he stopped work or doing business. Answer categories are provided in the questionnaire. Enter the appropriate code in the box provided.

H4: What was the main reason..... stopped working in his /her last job or business activity?

You should find out from the respondent the reason he/she stopped work in the last job or business activity. Answer categories are provided in the questionnaire. Enter the appropriate code in the box provided.

CHAPTER 14

SECTION I

16 HOUSEHOLD CHORES FOR CHILDREN AGED 5-17 YEARS

I1: During the past week, did do any of the tasks indicated below?

You should find out from the respondent if they performed any of the tasks indicated in the answer category in the questionnaire. If the answer on any of the tasks is "Yes", continue with the interview. If the answer is "No" to all the tasks, End of the Interview for the Individual.

I2: Total hours spent last week on all these activities?

Write down the total number of hours each individual spent on the household chores indicated in question I1.

CHAPTER 15

SECTION J

17 WORKING CONDITIONS

Worst Working conditions take different forms, including debt bondage, trafficking and other forms of modern slavery. The victims are the most vulnerable

- a) Women and girls forced into prostitution,
- b) Migrants trapped in debt bondage and,
- c) Sweatshop or farm workers kept there

By clearly illegal tactics and paid little or nothing. The ILO has worked since its inception to tackle forced labour and the conditions that give rise to it and has established a Special Action Programme on Forced Labour to intensify this effort.

J1: How did start working in this job/activity/business/farm?

This question attempts to establish the process through which the respondent got the job or start an activity/business/farm. In a number of situations, a person may be coerced/forced to start a job or an activity/business/farm, (e.g. through deception) and based on the process undergone by the victim, it could amount to forced labour.

Pre-coded answers are provided in the questionnaire. Record the appropriate code in the space provided.

J2: Who decided for to take up the job/activity/business?

One of the ways through which a person could get a job or start an activity/business/farm against ones will could be through someone's decision, whose intent could be 'ill' and concealed. However, this is not applicable in all situations. This question therefore is trying to establish, from among different categories of people who make decisions to assist someone get a job, the ones that are most suspicious.

Pre-coded answers are provided in the questionnaire. Record the appropriate code in the space provided.

J3: What would have risked if he/she refused to take the job/activity/business/farm activity?

Usually, actions taken against a person, either by the employer, recruiter, parents or spouse etc, for refusing to do certain prescribed tasks are unpleasant to the victim. Such actions may not easily be shared or revealed. The question intends to establish the various actions (if any) taken against respondents in an event where they refused to take up the job/activity/business/ farm activities. More than one action can be taken.

Pre-coded answers are provided in the questionnaire. Record the appropriate code in the space provided, by entering the code in the corresponding box.

J4: Where were recruited for this job/Activity?

This question intends to establish the place where the respondent was recruited from. i.e. in terms of whether it was within the province of residence, outside the province or abroad.

Pre-coded answers are provided in the questionnaire. Record the appropriate code in the space provided.

J4a to J4j: In 's main job/activity, was he/she forced to.....

A set of actions (J4a to J4j) arising from the respondent being asked to do them against his/her will in his/her main job are presented in the questionnaire. Ask the respondent whether or not he/she did them. Record the appropriate code in the space provided

J5a to J5h: Has 's employer/recruiter ever used any of the following means to force to work/prevent.....from leaving the job?

A set of penalties or threats (J5a to J5i) on the respondent by the employer/recruiter are presented in the questionnaire. Ask the respondent if ever such threats/penalties have been used by the employer to achieve their goals. Record the appropriate code in the space provided

I. APPENDIX 1

CODES FOR PROVINCES AND DISTRICTS

| PROVINCE | DISTRICT | CODE |
|------------|---------------|------|
| CENTRAL | | 1 |
| | Chibombo | 0101 |
| | Kabwe | 0102 |
| | KapiriMposhi | 0103 |
| | Mkushi | 0104 |
| | Mumbwa | 0105 |
| | Serenje | 0106 |
| | | |
| COPPERBELT | | 2 |
| | Chililabombwe | 0201 |
| | Chingola | 0202 |
| | Kalulushi | 0203 |
| | Kitwe | 0204 |
| | Luanshya | 0205 |
| | Lufwanyama | 0206 |
| | Masaiti | 0207 |
| | Mpongwe | 0208 |
| | Mufulira | 0209 |
| | Ndola | 0210 |
| | | |
| EASTERN | | 3 |
| | Chadiza | 0301 |
| | Chipata | 0303 |
| | Katete | 0304 |
| | Lundazi | 0305 |
| | Mambwe | 0306 |
| | Nyimba | 0307 |
| | Petauke | 0308 |
| | | |
| LUAPULA | | 4 |
| | Chiengi | 0401 |
| | Kawambwa | 0402 |

| | | |
|--------------|-------------|------|
| | Mansa | 0403 |
| | Milengi | 0404 |
| | Mwense | 0405 |
| | Nchelenge | 0406 |
| | Samfya | 0407 |
| | | |
| LUSAKA | | 5 |
| | Chongwe | 0501 |
| | Kafue | 0502 |
| | Luangwa | 0503 |
| | Lusaka | 0504 |
| MUCHINGA | | 6 |
| | Chama | 0601 |
| | Chinsali | 0602 |
| | Isoka | 0603 |
| | Mpika | 0604 |
| | Nakonde | 0605 |
| NORTHERN | | 7 |
| | Chilubi | 0701 |
| | Kaputa | 0702 |
| | Kasama | 0703 |
| | Luwingu | 0704 |
| | Mbala | 0705 |
| | Mporokoso | 0706 |
| | Mpulungu | 0707 |
| | Mungwi | 0708 |
| NORTHWESTERN | | 8 |
| | Chavuma | 0801 |
| | Kabompo | 0802 |
| | Kasempa | 0803 |
| | Mufumbwe | 0804 |
| | Mwinilunga | 0805 |
| | Solwezi | 0806 |
| | Zambezi | 0807 |
| | | |
| SOUTHERN | | 9 |
| | Choma | 0901 |
| | Gwembe | 0902 |
| | ItezHITEZHI | 0903 |
| | Kalomo | 0904 |
| | Kazungula | 0905 |
| | Livingstone | 0906 |
| | Mazabuka | 0907 |

| | | |
|---------|------------|------|
| | Monze | 0908 |
| | Namwala | 0909 |
| | Siavonga | 0910 |
| | Sinazongwe | 0911 |
| WESTERN | | 10 |
| | Kalabo | 1001 |
| | Kaoma | 1002 |
| | Lukulu | 1003 |
| | Mongu | 1004 |
| | Senanga | 1005 |
| | Sesheke | 1006 |
| | Shang'ombo | 1007 |

II. APPENDIX 2

CODES FOR MAJOR FIELDS OF STUDY

(PROFESSIONAL/VOCATIONAL EDUCATION)

CODES

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

45 = Leather trades

46 = Other programmes

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

*******Skills codes – Ministry of Labour to sort out this issue*******

III. APPENDIX 4

INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATION CODE - (ISCO-08)

Major groups, sub-major groups, minor groups and unit groups

1 Manager

- 11 Chief executives, senior officials and legislators
 - 111 Legislators and senior officials
 - 1111 Legislators
 - 1112 Senior government officials
 - 1113 Traditional chiefs and heads of village
 - 1114 Senior officials of special-interest organizations
 - 112 Managing directors and chief executives
 - 1120 Managing directors and chief executives
- 12 Administrative and commercial managers
 - 121 Business services and administration managers
 - 1211 Finance managers
 - 1212 Human resource managers
 - 1213 Policy and planning managers
 - 1219 Business services and administration managers not elsewhere classified
 - 122 Sales, marketing and development managers
 - 1221 Sales and marketing managers
 - 1222 Advertising and public relations managers
 - 1223 Research and development managers
- 13 Production and specialized services managers
 - 131 Production managers in agriculture, forestry and fisheries
 - 1311 Agricultural and forestry production managers
 - 1312 Aquaculture and fisheries production managers
 - 132 Manufacturing, mining, construction, and distribution managers
 - 1321 Manufacturing managers
 - 1322 Mining managers
 - 1323 Construction managers
 - 1324 Supply, distribution and related managers
 - 133 Information and communications technology service managers
 - 1330 Information and communications technology service managers
 - 134 Professional services managers
 - 1341 Child care services managers
 - 1342 Health services managers
 - 1343 Aged care services managers
 - 1344 Social welfare managers
 - 1345 Education managers
 - 1346 Financial and insurance services branch managers
 - 1349 Professional services managers not elsewhere classified
- 14 Hospitality, retail and other services managers
 - 141 Hotel and restaurant managers
 - 1411 Hotel managers
 - 1412 Restaurant managers
 - 142 Retail and wholesale trade managers
 - 1420 Retail and wholesale trade managers
 - 143 Other services managers
 - 1431 Sports, recreation and cultural centre managers
 - 1439 Services managers not elsewhere classified

2 Professionals

- 21 Science and engineering professionals
 - 211 Physical and earth science professionals
 - 2111 Physicists and astronomers
 - 2112 Meteorologists
 - 2113 Chemists
 - 2114 Geologists and geophysicists
 - 212 Mathematicians, actuaries and statisticians
 - 2120 Mathematicians, actuaries and statisticians
 - 213 Life science professionals
 - 2131 Biologists, botanists, zoologists and related professionals
 - 2132 Farming, forestry and fisheries advisers
 - 2133 Environmental protection professionals
 - 214 Engineering professionals (excluding electrotechnology)
 - 2141 Industrial and production engineers
 - 2142 Civil engineers
 - 2143 Environmental engineers
 - 2144 Mechanical engineers
 - 2145 Chemical engineers
 - 2146 Mining engineers, metallurgists and related professionals
 - 2149 Engineering professionals not elsewhere classified
 - 215 Electrotechnology engineers
 - 2151 Electrical engineers
 - 2152 Electronics engineers
 - 2153 Telecommunications engineers
 - 216 Architects, planners, surveyors and designers
 - 2161 Building architects
 - 2162 Landscape architects
 - 2163 Product and garment designers
 - 2164 Town and traffic planners
 - 2165 Cartographers and surveyors
 - 2166 Graphic and multimedia designers
- 22 Health professionals
 - 221 Medical doctors
 - 2211 Generalist medical practitioners
 - 2212 Specialist medical practitioners
 - 222 Nursing and midwifery professionals
 - 2221 Nursing professionals
 - 2222 Midwifery professionals
 - 223 Traditional and complementary medicine professionals
 - 2230 Traditional and complementary medicine professionals
 - 224 Paramedical practitioners
 - 2240 Paramedical practitioners
 - 225 Veterinarians
 - 2250 Veterinarians
 - 226 Other health professionals
 - 2261 Dentists
 - 2262 Pharmacists
 - 2263 Environmental and occupational health and hygiene professionals
 - 2264 Physiotherapists
 - 2265 Dieticians and nutritionists
 - 2266 Audiologists and speech therapists
 - 2267 Optometrists and ophthalmic opticians
 - 2269 Health professionals not elsewhere classified
- 23 Teaching professionals
 - 231 University and higher education teachers
 - 2310 University and higher education teachers
 - 232 Vocational education teachers
 - 2320 Vocational education teachers
 - 233 Secondary education teachers

- 2330 Secondary education teachers
- 234 Primary school and early childhood teachers
 - 2341 Primary school teachers
 - 2342 Early childhood educators
- 235 Other teaching professionals
 - 2351 Education methods specialists
 - 2352 Special needs teachers
 - 2353 Other language teachers
 - 2354 Other music teachers
 - 2355 Other arts teachers
 - 2356 Information technology trainers
 - 2359 Teaching professionals not elsewhere classified
- 24 Business and administration professionals
 - 241 Finance professionals
 - 2411 Accountants
 - 2412 Financial and investment advisers
 - 2413 Financial analysts
 - 242 Administration professionals
 - 2421 Management and organization analysts
 - 2422 Policy administration professionals
 - 2423 Personnel and careers professionals
 - 2424 Training and staff development professionals
 - 243 Sales, marketing and public relations professionals
 - 2431 Advertising and marketing professionals
 - 2432 Public relations professionals
 - 2433 Technical and medical sales professionals (excluding ICT)
 - 2434 Information and communications technology sales professionals
- 25 Information and communications technology professionals
 - 251 Software and applications developers and analysts
 - 2511 Systems analysts
 - 2512 Software developers
 - 2513 Web and multimedia developers
 - 2514 Applications programmers
 - 2519 Software and applications developers and analysts not elsewhere classified
 - 252 Database and network professionals
 - 2521 Database designers and administrators
 - 2522 Systems administrators
 - 2523 Computer network professionals
 - 2529 Database and network professionals not elsewhere classified
- 26 Legal, social and cultural professionals
 - 261 Legal professionals
 - 2611 Lawyers
 - 2612 Judges
 - 2619 Legal professionals not elsewhere classified
 - 262 Librarians, archivists and curators
 - 2621 Archivists and curators
 - 2622 Librarians and related information professionals
 - 263 Social and religious professionals
 - 2631 Economists
 - 2632 Sociologists, anthropologists and related professionals
 - 2633 Philosophers, historians and political scientists
 - 2634 Psychologists
 - 2635 Social work and counselling professionals
 - 2636 Religious professionals
 - 264 Authors, journalists and linguists
 - 2641 Authors and related writers
 - 2642 Journalists
 - 2643 Translators, interpreters and other linguists
 - 265 Creative and performing artists
 - 2651 Visual artists
 - 2652 Musicians, singers and composers
 - 2653 Dancers and choreographers

2654 Film, stage and related directors and producers
2655 Actors
2659 Creative and performing artists not elsewhere classified

2 Technicians and associate professionals

- 31 Science and engineering associate professionals
 - 311 Physical and engineering science technicians
 - 3111 Chemical and physical science technicians
 - 3112 Civil engineering technicians
 - 3113 Electrical engineering technicians
 - 3114 Electronics engineering technicians
 - 3115 Mechanical engineering technicians
 - 3116 Chemical engineering technicians
 - 3117 Mining and metallurgical technicians
 - 3118 Draughtspersons
 - 3119 Physical and engineering science technicians not elsewhere classified
 - 312 Mining, manufacturing and construction supervisors
 - 3121 Mining supervisors
 - 3122 Manufacturing supervisors
 - 3123 Construction supervisors
 - 313 Process control technicians
 - 3131 Power production plant operators
 - 3132 Incinerator and water treatment plant operators
 - 3133 Chemical processing plant controllers
 - 3134 Petroleum and natural gas refining plant operators
 - 3135 Metal production process controllers
 - 3139 Process control technicians not elsewhere classified
 - 314 Life science technicians and related associate professionals
 - 3141 Life science technicians (excluding medical)
 - 3142 Agricultural technicians
 - 3143 Forestry technicians
 - 315 Ship and aircraft controllers and technicians
 - 3151 Ships' engineers
 - 3152 Ships' deck officers and pilots
 - 3153 Aircraft pilots and related associate professionals
 - 3154 Air traffic controllers
 - 3155 Air traffic safety electronics technicians
- 32 Health associate professionals
 - 321 Medical and pharmaceutical technicians
 - 3211 Medical imaging and therapeutic equipment technicians
 - 3212 Medical and pathology laboratory technicians
 - 3213 Pharmaceutical technicians and assistants
 - 3214 Medical and dental prosthetic technicians
 - 322 Nursing and midwifery associate professionals
 - 3221 Nursing associate professionals
 - 3222 Midwifery associate professionals
 - 323 Traditional and complementary medicine associate professionals
 - 3230 Traditional and complementary medicine associate professionals
 - 324 Veterinary technicians and assistants
 - 3240 Veterinary technicians and assistants
 - 325 Other health associate professionals
 - 3251 Dental assistants and therapists
 - 3252 Medical records and health information technicians
 - 3253 Community health workers
 - 3254 Dispensing opticians
 - 3255 Physiotherapy technicians and assistants
 - 3256 Medical assistants
 - 3257 Environmental and occupational health inspectors and associates
 - 3258 Ambulance workers
 - 3259 Health associate professionals not elsewhere classified
- 33 Business and administration associate professionals

- 331 Financial and mathematical associate professionals
 - 3311 Securities and finance dealers and brokers
 - 3312 Credit and loans officers
 - 3313 Accounting associate professionals
 - 3314 Statistical, mathematical and related associate professionals
 - 3315 Valuers and loss assessors
- 332 Sales and purchasing agents and brokers
 - 3321 Insurance representatives
 - 3322 Commercial sales representatives
 - 3323 Buyers
 - 3324 Trade brokers
- 333 Business services agents
 - 3331 Clearing and forwarding agents
 - 3332 Conference and event planners
 - 3333 Employment agents and contractors
 - 3334 Real estate agents and property managers
 - 3339 Business services agents not elsewhere classified
- 334 Administrative and specialized secretaries
 - 3341 Office supervisors
 - 3342 Legal secretaries
 - 3343 Administrative and executive secretaries
 - 3344 Medical secretaries
- 335 Regulatory government associate professionals
 - 3351 Customs and border inspectors
 - 3352 Government tax and excise officials
 - 3353 Government social benefits officials
 - 3354 Government licensing officials
 - 3355 Police inspectors and detectives
 - 3359 Regulatory government associate professionals not elsewhere classified
- 34 Legal, social, cultural and related associate professionals
 - 341 Legal, social and religious associate professionals
 - 3411 Legal and related associate professionals
 - 3412 Social work associate professionals
 - 3413 Religious associate professionals
 - 342 Sports and fitness workers
 - 3421 Athletes and sports players
 - 3422 Sports coaches, instructors and officials
 - 3423 Fitness and recreation instructors and program leaders
 - 343 Artistic, cultural and culinary associate professionals
 - 3431 Photographers
 - 3432 Interior designers and decorators
 - 3433 Gallery, museum and library technicians
 - 3434 Chefs
 - 3435 Other artistic and cultural associate professionals
- 35 Information and communications technicians
 - 351 Information and communications technology operations and user support technicians
 - 3511 Information and communications technology operations technicians
 - 3512 Information and communications technology user support technicians
 - 3513 Computer network and systems technicians
 - 3514 Web technicians
 - 352 Telecommunications and broadcasting technicians
 - 3521 Broadcasting and audio-visual technicians
 - 3522 Telecommunications engineering technicians

3 Clerical support workers

- 41 General and keyboard clerks
 - 411 General office clerks
 - 4110 General office clerks
 - 412 Secretaries (general)
 - 4120 Secretaries (general)
 - 413 Keyboard operators
 - 4131 Typists and word processing operators
 - 4132 Data entry clerks
- 42 Customer services clerks
 - 421 Tellers, money collectors and related clerks
 - 4211 Bank tellers and related clerks
 - 4212 Bookmakers, croupiers and related gaming workers
 - 4213 Pawnbrokers and money-lenders
 - 4214 Debt-collectors and related workers
 - 422 Client information workers
 - 4221 Travel consultants and clerks
 - 4222 Contact centre information clerks
 - 4223 Telephone switchboard operators
 - 4224 Hotel receptionists
 - 4225 Enquiry clerks
 - 4226 Receptionists (general)
 - 4227 Survey and market research interviewers
 - 4229 Client information workers not elsewhere classified
- 43 Numerical and material recording clerks
 - 431 Numerical clerks
 - 4311 Accounting and bookkeeping clerks
 - 4312 Statistical, finance and insurance clerks
 - 4313 Payroll clerks
 - 432 Material-recording and transport clerks
 - 4321 Stock clerks
 - 4322 Production clerks
 - 4323 Transport clerks
- 44 Other clerical support workers
 - 441 Other clerical support workers
 - 4411 Library clerks
 - 4412 Mail carriers and sorting clerks
 - 4413 Coding, proof-reading and related clerks
 - 4414 Scribes and related workers
 - 4415 Filing and copying clerks
 - 4416 Personnel clerks
 - 4419 Clerical support workers not elsewhere classified

4 Service and sales workers

- 51 Personal service workers
 - 511 Travel attendants, conductors and guides
 - 5111 Travel attendants and travel stewards
 - 5112 Transport conductors
 - 5113 Travel guides
 - 512 Cooks
 - 5120 Cooks
 - 513 Waiters and bartenders
 - 5131 Waiters
 - 5132 Bartenders
 - 514 Hairdressers, beauticians and related workers
 - 5141 Hairdressers
 - 5142 Beauticians and related workers
- 515 Building and housekeeping supervisors
 - 5151 Cleaning and housekeeping supervisors in offices, hotels and other

- establishments
 - 5152 Domestic housekeepers
 - 5153 Building caretakers
- 516 Other personal services workers
 - 5161 Astrologers, fortune-tellers and related workers
 - 5162 Companions and valets
 - 5163 Undertakers and embalmers
 - 5164 Pet groomers and animal care workers
 - 5165 Driving instructors
 - 5169 Personal services workers not elsewhere classified
- 52 Sales workers
 - 521 Street and market salespersons
 - 5211 Stall and market salespersons
 - 5212 Street food salespersons
 - 522 Shop salespersons
 - 5221 Shop keepers
 - 5222 Shop supervisors
 - 5223 Shop sales assistants
 - 523 Cashiers and ticket clerks
 - 5230 Cashiers and ticket clerks
 - 524 Other sales workers
 - 5241 Fashion and other models
 - 5242 Sales demonstrators
 - 5243 Door to door salespersons
 - 5244 Contact centre salespersons
 - 5245 Service station attendants
 - 5246 Food service counter attendants
 - 5249 Sales workers not elsewhere classified
- 53 Personal care workers
 - 531 Child care workers and teachers' aides
 - 5311 Child care workers
 - 5312 Teachers' aides
 - 532 Personal care workers in health services
 - 5321 Health care assistants
 - 5322 Home-based personal care workers
 - 5329 Personal care workers in health services not elsewhere classified
- 54 Protective services workers
 - 541 Protective services workers
 - 5411 Fire-fighters
 - 5412 Police officers
 - 5413 Prison guards
 - 5414 Security guards
 - 5419 Protective services workers not elsewhere classified
- 6 Skilled agricultural, forestry and fishery workers
 - 61 Market-oriented skilled agricultural workers
 - 611 Market gardeners and crop growers
 - 6111 Field crop and vegetable growers
 - 6112 Tree and shrub crop growers
 - 6113 Gardeners, horticultural and nursery growers
 - 6114 Mixed crop growers
 - 612 Animal producers
 - 6121 Livestock and dairy producers
 - 6122 Poultry producers
 - 6123 Apiarists and sericulturists
 - 6129 Animal producers not elsewhere classified
 - 613 Mixed crop and animal producers
 - 6130 Mixed crop and animal producers
 - 62 Market-oriented skilled forestry, fishery and hunting workers
 - 621 Forestry and related workers
 - 6210 Forestry and related workers
 - 622 Fishery workers, hunters and trappers
 - 6221 Aquaculture workers

- 6222 Inland and coastal waters fishery workers
- 6223 Deep-sea fishery workers
- 6224 Hunters and trappers
- 63 Subsistence farmers, fishers, hunters and gatherers
 - 631 Subsistence crop farmers
 - 6310 Subsistence crop farmers
 - 632 Subsistence livestock farmers
 - 6320 Subsistence livestock farmers
 - 633 Subsistence mixed crop and livestock farmers
 - 6330 Subsistence mixed crop and livestock farmers
 - 634 Subsistence fishers, hunters, trappers and gatherers
 - 6340 Subsistence fishers, hunters, trappers and gatherers

7 Craft and related trades workers

- 71 Building and related trades workers, excluding electricians
 - 711 Building frame and related trades workers
 - 7111 House builders
 - 7112 Bricklayers and related workers
 - 7113 Stonemasons, stone cutters, splitters and carvers
 - 7114 Concrete placers, concrete finishers and related workers
 - 7115 Carpenters and joiners
 - 7119 Building frame and related trades workers not elsewhere classified
 - 712 Building finishers and related trades workers
 - 7121 Roofers
 - 7122 Floor layers and tile setters
 - 7123 Plasterers
 - 7124 Insulation workers
 - 7125 Glaziers
 - 7126 Plumbers and pipe fitters
 - 7127 Air conditioning and refrigeration mechanics
 - 713 Painters, building structure cleaners and related trades workers
 - 7131 Painters and related workers
 - 7132 Spray painters and varnishers
 - 7133 Building structure cleaners
- 72 Metal, machinery and related trades workers
 - 721 Sheet and structural metal workers, moulders and welders, and related workers
 - 7211 Metal moulders and coremakers
 - 7212 Welders and flamecutters
 - 7213 Sheet-metal workers
 - 7214 Structural-metal preparers and erectors
 - 7215 Riggers and cable splicers
 - 722 Blacksmiths, toolmakers and related trades workers
 - 7221 Blacksmiths, hammersmiths and forging press workers
 - 7222 Toolmakers and related workers
 - 7223 Metal working machine tool setters and operators
 - 7224 Metal polishers, wheel grinders and tool sharpeners
 - 723 Machinery mechanics and repairers
 - 7231 Motor vehicle mechanics and repairers
 - 7232 Aircraft engine mechanics and repairers
 - 7233 Agricultural and industrial machinery mechanics and repairers
 - 7234 Bicycle and related repairers
- 73 Handicraft and printing workers
 - 731 Handicraft workers
 - 7311 Precision-instrument makers and repairers
 - 7312 Musical instrument makers and tuners
 - 7313 Jewellery and precious-metal workers
 - 7314 Potters and related workers
 - 7315 Glass makers, cutters, grinders and finishers
 - 7316 Sign writers, decorative painters, engravers and etchers

- 7317 Handicraft workers in wood, basketry and related materials
- 7318 Handicraft workers in textile, leather and related materials
- 7319 Handicraft workers not elsewhere classified
- 732 Printing trades workers
 - 7321 Pre-press technicians
 - 7322 Printers
 - 7323 Print finishing and binding workers
- 74 Electrical and electronic trades workers
 - 741 Electrical equipment installers and repairers
 - 7411 Building and related electricians
 - 7412 Electrical mechanics and fitters
 - 7413 Electrical line installers and repairers
 - 742 Electronics and telecommunications installers and repairers
 - 7421 Electronics mechanics and servicers
 - 7422 Information and communications technology installers and servicers
- 75 Food processing, wood working, garment and other craft and related trades workers
 - 751 Food processing and related trades workers
 - 7511 Butchers, fishmongers and related food preparers
 - 7512 Bakers, pastry-cooks and confectionery makers
 - 7513 Dairy-products makers
 - 7514 Fruit, vegetable and related preservers
 - 7515 Food and beverage tasters and graders
 - 7516 Tobacco preparers and tobacco products makers
 - 752 Wood treaters, cabinet-makers and related trades workers
 - 7521 Wood treaters
 - 7522 Cabinet-makers and related workers
 - 7523 Woodworking-machine tool setters and operators
 - 753 Garment and related trades workers
 - 7531 Tailors, dressmakers, furriers and hatters
 - 7532 Garment and related pattern-makers and cutters
 - 7533 Sewing, embroidery and related workers
 - 7534 Upholsterers and related workers
 - 7535 Pelt dressers, tanners and fellmongers
 - 7536 Shoemakers and related workers
 - 754 Other craft and related workers
 - 7541 Underwater divers
 - 7542 Shotfirers and blasters
 - 7543 Product graders and testers (excluding foods and beverages)
 - 7544 Fumigators and other pest and weed controllers
 - 7549 Craft and related workers not elsewhere classified

8 Plant and machine operators, and assemblers

- 81 Stationary plant and machine operators
 - 811 Mining and mineral processing plant operators
 - 8111 Miners and quarriers
 - 8112 Mineral and stone processing plant operators
 - 8113 Well drillers and borers and related workers
 - 8114 Cement, stone and other mineral products machine operators
 - 812 Metal processing and finishing plant operators
 - 8121 Metal processing plant operators
 - 8122 Metal finishing, plating and coating machine operators
 - 813 Chemical and photographic products plant and machine operators
 - 8131 Chemical products plant and machine operators
 - 8132 Photographic products machine operators
 - 814 Rubber, plastic and paper products machine operators
 - 8141 Rubber products machine operators
 - 8142 Plastic products machine operators
 - 8143 Paper products machine operators
 - 815 Textile, fur and leather products machine operators

- 8151 Fibre preparing, spinning and winding machine operators
- 8152 Weaving and knitting machine operators
- 8153 Sewing machine operators
- 8154 Bleaching, dyeing and fabric cleaning machine operators
- 8155 Fur and leather preparing machine operators
- 8156 Shoemaking and related machine operators
- 8157 Laundry machine operators
- 8159 Textile, fur and leather products machine operators not elsewhere classified
- 816 Food and related products machine operators
 - 8160 Food and related products machine operators
 - 817 Wood processing and papermaking plant operators
 - 8171 Pulp and papermaking plant operators
 - 8172 Wood processing plant operators
- 818 Other stationary plant and machine operators
 - 8181 Glass and ceramics plant operators
 - 8182 Steam engine and boiler operators
 - 8183 Packing, bottling and labelling machine operators
 - 8189 Stationary plant and machine operators not elsewhere classified
- 82 Assemblers
 - 821 Assemblers
 - 8211 Mechanical machinery assemblers
 - 8212 Electrical and electronic equipment assemblers
 - 8219 Assemblers not elsewhere classified
- 83 Drivers and mobile plant operators
 - 831 Locomotive engine drivers and related workers
 - 8311 Locomotive engine drivers
 - 8312 Railway brake, signal and switch operators
 - 832 Car, van and motorcycle drivers
 - 8321 Motorcycle drivers
 - 8322 Car, taxi and van drivers
 - 833 Heavy truck and bus drivers
 - 8331 Bus and tram drivers
 - 8332 Heavy truck and lorry drivers
 - 834 Mobile plant operators
 - 8341 Mobile farm and forestry plant operators
 - 8342 Earthmoving and related plant operators
 - 8343 Crane, hoist and related plant operators
 - 8344 Lifting truck operators
 - 835 Ships' deck crews and related workers
 - 8350 Ships' deck crews and related workers

9 Elementary occupations

- 91 Cleaners and helpers
 - 911 Domestic, hotel and office cleaners and helpers
 - 9111 Domestic cleaners and helpers
 - 9112 Cleaners and helpers in offices, hotels and other establishments
 - 912 Vehicle, window, laundry and other hand cleaning workers
 - 9121 Hand launderers and pressers
 - 9122 Vehicle cleaners
 - 9123 Window cleaners
 - 9129 Other cleaning workers
- 92 Agricultural, forestry and fishery labourers
 - 921 Agricultural, forestry and fishery labourers
 - 9211 Crop farm labourers
 - 9212 Livestock farm labourers
 - 9213 Mixed crop and livestock farm labourers
 - 9214 Garden and horticultural labourers
 - 9215 Forestry labourers
 - 9216 Fishery and aquaculture labourers
- 93 Labourers in mining, construction, manufacturing and transport

- 931 Mining and construction labourers
 - 9311 Mining and quarrying labourers
 - 9312 Civil engineering labourers
 - 9313 Building construction labourers
- 932 Manufacturing labourers
 - 9321 Hand packers
 - 9329 Manufacturing labourers not elsewhere classified
- 933 Transport and storage labourers
 - 9331 Hand and pedal vehicle drivers
 - 9332 Drivers of animal-drawn vehicles and machinery
 - 9333 Freight handlers
 - 9334 Shelf fillers
- 94 Food preparation assistants
 - 941 Food preparation assistants
 - 9411 Fast food preparers
 - 9412 Kitchen helpers
- 95 Street and related sales and service workers
 - 951 Street and related service workers
 - 9510 Street and related service workers
 - 952 Street vendors (excluding food)
 - 9520 Street vendors (excluding food)
- 96 Refuse workers and other elementary workers
 - 961 Refuse workers
 - 9611 Garbage and recycling collectors
 - 9612 Refuse sorters
 - 9613 Sweepers and related labourers
 - 962 Other elementary workers
 - 9621 Messengers, package deliverers and luggage porters
 - 9622 Odd job persons
 - 9623 Meter readers and vending-machine collectors
 - 9624 Water and firewood collectors
 - 9629 Elementary workers not elsewhere classified

0 Armed forces occupations

- 01 Commissioned armed forces officers
 - 011 Commissioned armed forces officers
 - 0110 Commissioned armed forces officers
 - 02 Non-commissioned armed forces officers
 - 021 Non-commissioned armed forces officers
 - 0210 Non-commissioned armed forces officers
- 03 Armed forces occupations, other ranks
 - 031 Armed forces occupations, other ranks
 - 0310 Armed forces occupations, other ranks

V. APPENDIX 5

INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION OF ALL ECONOMIC ACTIVITIES – REVISION IV

Section A: Agriculture, forestry and fishing

Division 01 Crop and animal production, hunting and related service activities

011 Growing of non-perennial crops

- 0111 Growing of cereals (except rice), leguminous crops and oil seeds
- 0112 Growing of rice
- 0113 Growing of vegetables and melons, roots and tubers
- 0114 Growing of sugar cane
- 0115 Growing of tobacco
- 0116 Growing of fibre crops
- 0119 Growing of other non-perennial crops

012 Growing of perennial crops

- 0121 Growing of grapes
- 0122 Growing of tropical and subtropical fruits
- 0123 Growing of citrus fruits
- 0124 Growing of pome fruits and stone fruits
- 0125 Growing of other tree and bush fruits and nuts
- 0126 Growing of oleaginous fruits
- 0127 Growing of beverage crops
- 0128 Growing of spices, aromatic, drug and pharmaceutical crops
- 0129 Growing of other perennial crops

013 0130 Plant propagation

014 Animal production

- 0141 Raising of cattle and buffaloes
- 0142 Raising of horses and other equines
- 0143 Raising of camels and camelids
- 0144 Raising of sheep and goats
- 0145 Raising of swine/pigs
- 0146 Raising of poultry
- 0149 Raising of other animals

015 0150 Mixed farming

016 Support activities to agriculture and post-harvest crop activities

- 0161 Support activities for crop production
- 0162 Support activities for animal production
- 0163 Post-harvest crop activities
- 0164 Seed processing for propagation

017 0170 Hunting, trapping and related service activities

Division 02 Forestry and logging

021 0210 Silviculture and other forestry activities

022 0220 Logging
023 0230 Gathering of non-wood forest products
024 0240 Support services to forestry

Division 03 Fishing and aquaculture

031 Fishing

0311 Marine fishing
0312 Freshwater fishing

032 Aquaculture

0321 Marine aquaculture
0322 Freshwater aquaculture

Section B: Mining and quarrying

Division 05 Mining of coal and lignite

051 0510 Mining of hard coal
052 0520 Mining of lignite

Division 06 Extraction of crude petroleum and natural gas

061 0610 Extraction of crude petroleum
062 0620 Extraction of natural gas

Division 07 Mining of metal ores

071 0710 Mining of iron ores

072 Mining of non-ferrous metal ores

0721 Mining of uranium and thorium ores
0729 Mining of other non-ferrous metal ores

Division 08 Other mining and quarrying

081 0810 Quarrying of stone, sand and clay

089 Mining and quarrying n.e.c.

0891 Mining of chemical and fertilizer minerals
0892 Extraction of peat
0893 Extraction of salt
0899 Other mining and quarrying n.e.c.

Division 09 Mining support service activities

091 0 Support activities for petroleum and natural gas extraction

099 0990 Support activities for other mining and quarrying

Section C: Manufacturing

Division 10 Manufacture of food products

- 101 1010 Processing and preserving of meat
- 102 1020 Processing and preserving of fish, crustaceans and molluscs
- 103 1030 Processing and preserving of fruit and vegetables
- 104 1040 Manufacture of vegetable and animal oils and fats
- 105 1050 Manufacture of dairy products

- 106 Manufacture of grain mill products, starches and starch products
 - 1061 Manufacture of grain mill products
 - 1062 Manufacture of starches and starch products

- 107 Manufacture of other food products
 - 1071 Manufacture of bakery products
 - 1072 Manufacture of sugar
 - 1073 Manufacture of cocoa, chocolate and sugar confectionery
 - 1074 Manufacture of macaroni, noodles, couscous and similar farinaceous products
 - 1075 Manufacture of prepared meals and dishes
 - 1079 Manufacture of other food products n.e.c.

- 108 1080 Manufacture of prepared animal feeds

Division 11 Manufacture of beverages

- 1101 Distilling, rectifying and blending of spirits
- 1102 Manufacture of wines
- 1103 Manufacture of malt liquors and malt
- 1104 Manufacture of soft drinks; production of mineral waters and other bottled waters

Division 12 Manufacture of tobacco products

- 120 1200 Manufacture of tobacco products

Division 13 Manufacture of textiles

- 131 Spinning, weaving and finishing of textiles
 - 1311 Preparation and spinning of textile fibres
 - 1312 Weaving of textiles
 - 1313 Finishing of textiles
 - 139 Manufacture of other textiles
 - 1391 Manufacture of knitted and crocheted fabrics
 - 1392 Manufacture of made-up textile articles, except apparel
 - 1393 Manufacture of carpets and rugs
 - 1394 Manufacture of cordage, rope, twine and netting
 - 1399 Manufacture of other textiles n.e.c.

Division 14 Manufacture of wearing apparel

- 141 1410 Manufacture of wearing apparel, except fur apparel
- 142 1420 Manufacture of articles of fur
- 143 1430 Manufacture of knitted and crocheted apparel

Division 15 Manufacture of leather and related products

- 151 Tanning and dressing of leather; manufacture of luggage, handbags, saddlery and harness; dressing and dyeing of fur
 - 1511 Tanning and dressing of leather; dressing and dyeing of fur
 - 1512 Manufacture of luggage, handbags and the like, saddlery and harness
- 152 1520 Manufacture of footwear

Division 16 Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials

- 161 1610 Sawmilling and planing of wood

- 162 Manufacture of products of wood, cork, straw and plaiting materials
 - 1621 Manufacture of veneer sheets and wood-based panels
 - 1622 Manufacture of builders' carpentry and joinery
 - 1623 Manufacture of wooden containers
 - 1629 Manufacture of other products of wood; manufacture of articles of cork, straw and plaiting materials
- Division 17 Manufacture of paper and paper products
 - 1701 Manufacture of pulp, paper and paperboard
 - 1702 Manufacture of corrugated paper and paperboard and of containers of paper and paperboard
 - 1709 Manufacture of other articles of paper and paperboard
- Division 18 Printing and reproduction of recorded media
 - 181 Printing and service activities related to printing
 - 1811 Printing
 - 1812 Service activities related to printing
 - 182 1820 Reproduction of recorded media
- Division 19 Manufacture of coke and refined petroleum products
 - 191 1910 Manufacture of coke oven products
 - 192 1920 Manufacture of refined petroleum products
- Division 20 Manufacture of chemicals and chemical products
 - 201 Manufacture of basic chemicals, fertilizers and nitrogen compounds, plastics and synthetic rubber in primary forms
 - 2011 Manufacture of basic chemicals
 - 2012 Manufacture of fertilizers and nitrogen compounds
 - 2013 Manufacture of plastics and synthetic rubber in primary forms
 - 202 Manufacture of other chemical products
 - 2021 Manufacture of pesticides and other agrochemical products
 - 2022 Manufacture of paints, varnishes and similar coatings, printing ink and mastics
 - 2023 Manufacture of soap and detergents, cleaning and polishing preparations, Perfumes and toilet preparations
 - 2029 Manufacture of other chemical products n.e.c.
 - 203 2030 Manufacture of man-made fibres
- Division 21 Manufacture of pharmaceuticals, medicinal chemical and botanical products
 - 210 2100 Manufacture of pharmaceuticals, medicinal chemical and botanical products
- Division 22 Manufacture of rubber and plastics products
 - 221 Manufacture of rubber products
 - 2211 Manufacture of rubber tyres and tubes; retreading and rebuilding of rubber tyres
 - 2219 Manufacture of other rubber products
 - 222 2220 Manufacture of plastics products
- Division 23 Manufacture of other non-metallic mineral products
 - 231 2310 Manufacture of glass and glass products
 - 239 Manufacture of non-metallic mineral products n.e.c.
 - 2391 Manufacture of refractory products
 - 2392 Manufacture of clay building materials
 - 2393 Manufacture of other porcelain and ceramic products
 - 2394 Manufacture of cement, lime and plaster
 - 2395 Manufacture of articles of concrete, cement and plaster
 - 2396 Cutting, shaping and finishing of stone
 - 2399 Manufacture of other non-metallic mineral products n.e.c.

Division 24 Manufacture of basic metals

- 241 2410 Manufacture of basic iron and steel
- 242 2420 Manufacture of basic precious and other non-ferrous metals

243 Casting of metals

- 2431 Casting of iron and steel
- 2432 Casting of non-ferrous metals

Division 25 Manufacture of fabricated metal products, except machinery and equipment

- 251 Manufacture of structural metal products, tanks, reservoirs and steam generators
 - 2511 Manufacture of structural metal products
 - 2512 Manufacture of tanks, reservoirs and containers of metal
 - 2513 Manufacture of steam generators, except central heating hot water boilers
- 252 2520 Manufacture of weapons and ammunition

259 Manufacture of other fabricated metal products; metalworking service activities

- 2591 Forging, pressing, stamping and roll-forming of metal; powder metallurgy
- 2592 Treatment and coating of metals; machining
- 2593 Manufacture of cutlery, hand tools and general hardware
- 2599 Manufacture of other fabricated metal products n.e.c.

Division 26 Manufacture of computer, electronic and optical products

- 261 2610 Manufacture of electronic components and boards
- 262 2620 Manufacture of computers and peripheral equipment
- 263 2630 Manufacture of communication equipment
- 264 2640 Manufacture of consumer electronics
- 265 Manufacture of measuring, testing, navigating and control equipment; watches and clocks
 - 2651 Manufacture of measuring, testing, navigating and control equipment
 - 2652 Manufacture of watches and clocks
- 266 2660 Manufacture of irradiation, electromedical and electrotherapeutic equipment
- 267 2670 Manufacture of optical instruments and photographic equipment
- 268 2680 Manufacture of magnetic and optical media

Division 27 Manufacture of electrical equipment

- 271 2710 Manufacture of electric motors, generators, transformers and electricity distribution and control apparatus
- 272 2720 Manufacture of batteries and accumulators
- 273 Manufacture of wiring and wiring devices
 - 2731 Manufacture of fibre optic cables
 - 2732 Manufacture of other electronic and electric wires and cables
 - 2733 Manufacture of wiring devices
- 274 2740 Manufacture of electric lighting equipment
- 275 2750 Manufacture of domestic appliances
- 279 2790 Manufacture of other electrical equipment

Division 28 Manufacture of machinery and equipment n.e.c.

- 281 Manufacture of general-purpose machinery
 - 2811 Manufacture of engines and turbines, except aircraft, vehicle and cycle engines
 - 2812 Manufacture of fluid power equipment
 - 2813 Manufacture of other pumps, compressors, taps and valves
 - 2814 Manufacture of bearings, gears, gearing and driving elements
 - 2815 Manufacture of ovens, furnaces and furnace burners
 - 2816 Manufacture of lifting and handling equipment
 - 2817 Manufacture of office machinery and equipment (except computers and Peripheral equipment)

2818 Manufacture of power-driven hand tools
2819 Manufacture of other general-purpose machinery

282 Manufacture of special-purpose machinery
2821 Manufacture of agricultural and forestry machinery
2822 Manufacture of metal-forming machinery and machine tools
2823 Manufacture of machinery for metallurgy
2824 Manufacture of machinery for mining, quarrying and construction
2825 Manufacture of machinery for food, beverage and tobacco processing
2826 Manufacture of machinery for textile, apparel and leather production
2829 Manufacture of other special-purpose machinery

Division 29 Manufacture of motor vehicles, trailers and semi-trailers

291 2910 Manufacture of motor vehicles
292 2920 Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and semi-trailers
293 2930 Manufacture of parts and accessories for motor vehicles

Division 30 Manufacture of other transport equipment

301 Building of ships and boats
3011 Building of ships and floating structures
3012 Building of pleasure and sporting boats

302 3020 Manufacture of railway locomotives and rolling stock
303 3030 Manufacture of air and spacecraft and related machinery
304 3040 Manufacture of military fighting vehicles

309 Manufacture of transport equipment n.e.c.

3091 Manufacture of motorcycles
3092 Manufacture of bicycles and invalid carriages
3099 Manufacture of other transport equipment n.e.c.

Division 31 Manufacture of furniture

310 3100 Manufacture of furniture

Division 32 Other manufacturing

321 Manufacture of jewellery, bijouterie and related articles
3211 Manufacture of jewellery and related articles
3212 Manufacture of imitation jewellery and related articles
322 3220 Manufacture of musical instruments
323 3230 Manufacture of sports goods
324 3240 Manufacture of games and toys
325 3250 Manufacture of medical and dental instruments and supplies
329 3290 Other manufacturing n.e.c.

Division 33 Repair and installation of machinery and equipment

331 Repair of fabricated metal products, machinery and equipment
3311 Repair of fabricated metal products
3312 Repair of machinery
3313 Repair of electronic and optical equipment
3314 Repair of electrical equipment
3315 Repair of transport equipment, except motor vehicles
3319 Repair of other equipment
332 3320 Installation of industrial machinery and equipment

Section D: Electricity, gas, steam and air conditioning supply

Division 35 Electricity, gas, steam and air conditioning supply

351 3510 Electric power generation, transmission and distribution
352 3520 Manufacture of gas; distribution of gaseous fuels through mains
353 3530 Steam and air conditioning supply

Section E: Water supply; sewerage, waste management and remediation activities

Division 36 Water collection, treatment and supply
360 3600 Water collection, treatment and supply

Division 37 Sewerage
370 3700 Sewerage

Division 38 Waste collection, treatment and disposal activities; materials recovery
381 Waste collection
3811 Collection of non-hazardous waste
3812 Collection of hazardous waste

382 Waste treatment and disposal
3821 Treatment and disposal of non-hazardous waste
3822 Treatment and disposal of hazardous waste

383 3830 Materials recovery
Division 39 Remediation activities and other waste management services
390 3900 Remediation activities and other waste management services

Section F: Construction

Division 41 Construction of buildings
410 4100 Construction of buildings

Division 42 Civil engineering
421 4210 Construction of roads and railways
422 4220 Construction of utility projects
429 4290 Construction of other civil engineering projects

Division 43 Specialized construction activities
431 Demolition and site preparation
4311 Demolition
4312 Site preparation
432 Electrical, plumbing and other construction installation activities
4321 Electrical installation
4322 Plumbing, heat and air-conditioning installation
4329 Other construction installation
433 4330 Building completion and finishing
439 4390 Other specialized construction activities

Section G: Wholesale and retail trade; repair of motor vehicles and motorcycles

Division 45 Wholesale and retail trade and repair of motor vehicles and motorcycles
451 4510 Sale of motor vehicles
452 4520 Maintenance and repair of motor vehicles

453 4530 Sale of motor vehicle parts and accessories
454 4540 Sale, maintenance and repair of motorcycles and related parts and accessories

Division 46 Wholesale trade, except of motor vehicles and motorcycles
461 4610 Wholesale on a fee or contract basis
462 4620 Wholesale of agricultural raw materials and live animals
463 4630 Wholesale of food, beverages and tobacco

- 464 Wholesale of household goods
 - 4641 Wholesale of textiles, clothing and footwear
 - 4649 Wholesale of other household goods
 - 465 Wholesale of machinery, equipment and supplies
 - 4651 Wholesale of computers, computer peripheral equipment and software
 - 4652 Wholesale of electronic and telecommunications equipment and parts
 - 4653 Wholesale of agricultural machinery, equipment and supplies
 - 4659 Wholesale of other machinery and equipment
 - 466 Other specialized wholesale
 - 4661 Wholesale of solid, liquid and gaseous fuels and related products
 - 4662 Wholesale of metals and metal ores
 - 4663 Wholesale of construction materials, hardware, plumbing and heating equipment and supplies
 - 4669 Wholesale of waste and scrap and other products n.e.c.
 - 469 4690 Non-specialized wholesale trade
- Division 47 Retail trade, except of motor vehicles and motorcycles
- 471 Retail sale in non-specialized stores
 - 4711 Retail sale in non-specialized stores with food, beverages or tobacco predominating
 - 4719 Other retail sale in non-specialized stores
 - 472 Retail sale of food, beverages and tobacco in specialized stores
 - 4721 Retail sale of food in specialized stores
 - 4722 Retail sale of beverages in specialized stores
 - 4723 Retail sale of tobacco products in specialized stores
 - 473 4730 Retail sale of automotive fuel in specialized stores
 - 474 Retail sale of information and communications equipment in specialized stores
 - 4741 Retail sale of computers, peripheral units, software and telecommunications equipment in specialized stores
 - 4742 Retail sale of audio and video equipment in specialized stores
 - 475 Retail sale of other household equipment in specialized stores
 - 4751 Retail sale of textiles in specialized stores
 - 4752 Retail sale of hardware, paints and glass in specialized stores
 - 4753 Retail sale of carpets, rugs, wall and floor coverings in specialized stores
 - 4759 Retail sale of electrical household appliances, furniture, lighting equipment and other household articles in specialized stores
 - 476 Retail sale of cultural and recreation goods in specialized stores
 - 4761 Retail sale of books, newspapers and stationary in specialized stores
 - 4762 Retail sale of music and video recordings in specialized stores
 - 4763 Retail sale of sporting equipment in specialized stores
 - 4764 Retail sale of games and toys in specialized stores
 - 477 Retail sale of other goods in specialized stores
 - 4771 Retail sale of clothing, footwear and leather articles in specialized stores
 - 4772 Retail sale of pharmaceutical and medical goods, cosmetic and toilet articles in specialized stores
 - 4773 Other retail sale of new goods in specialized stores
 - 4774 Retail sale of second-hand goods
 - 478 Retail sale via stalls and markets
 - 4781 Retail sale via stalls and markets of food, beverages and tobacco products
 - 4782 Retail sale via stalls and markets of textiles, clothing and footwear
 - 4789 Retail sale via stalls and markets of other goods
 - 479 Retail trade not in stores, stalls or markets
 - 4791 Retail sale via mail order houses or via Internet

Section H: Transportation and storage

Division 49 Land transport and transport via pipelines

491 Transport via railways

4911 Passenger rail transport, interurban

4912 Freight rail transport

492 Other land transport

4921 Urban and suburban passenger land transport

4922 Other passenger land transport

4923 Freight transport by road

493 4930 Transport via pipeline

Division 50 Water transport

501 Sea and coastal water transport

5011 Sea and coastal passenger water transport

5012 Sea and coastal freight water transport

502 Inland water transport

5021 Inland passenger water transport

5022 Inland freight water transport

Division 51 Air transport

511 5110 Passenger air transport

512 5120 Freight air transport

Division 52 Warehousing and support activities for transportation

521 5210 Warehousing and storage

522 Support activities for transportation

5221 Service activities incidental to land transportation

5222 Service activities incidental to water transportation

5223 Service activities incidental to air transportation

5224 Cargo handling

5229 Other transportation support activities

Division 53 Postal and courier activities

531 5310 Postal activities

532 5320 Courier activities

Section I: Accommodation and food service activities

Division 55 Accommodation

551 5510 Short term accommodation activities

552 5520 Camping grounds, recreational vehicle parks and trailer parks

559 5590 Other accommodation

Division 56 Food and beverage service activities

561 5610 Restaurants and mobile food service activities

562 Event catering and other food service activities

5621 Event catering

5629 Other food service activities

563 5630 Beverage serving activities

Section J: Information and communication

Division 58 Publishing activities

581 Publishing of books, periodicals and other publishing activities

5811 Book publishing

5812 Publishing of directories and mailing lists

5813 Publishing of newspapers, journals and periodicals

- 5819 Other publishing activities
- 582 5820 Software publishing

Division 59 Motion picture, video and television programme production, sound recording and music publishing activities

- 591 Motion picture, video and television programme activities
 - 5911 Motion picture, video and television programme production activities
 - 5912 Motion picture, video and television programme post-production activities
 - 5913 Motion picture, video and television programme distribution activities
 - 5914 Motion picture projection activities
- 592 5920 Sound recording and music publishing activities

Division 60 Programming and broadcasting activities

- 601 6010 Radio broadcasting
- 602 6020 Television programming and broadcasting activities

Division 61 Telecommunications

- 611 6110 Wired telecommunications activities
- 612 6120 Wireless telecommunications activities
- 613 6130 Satellite telecommunications activities
- 619 6190 Other telecommunications activities

Division 62 Computer programming, consultancy and related activities

- 6201 Computer programming activities
- 6202 Computer consultancy and computer facilities management activities
- 6209 Other information technology and computer service activities

Division 63 Information service activities

- 631 Data processing, hosting and related activities; web portals
 - 6311 Data processing, hosting and related activities
 - 6312 Web portals
- 639 Other information service activities
 - 6391 News agency activities
 - 6399 Other information service activities n.e.c.

Section K: Financial and insurance activities

Division 64 Financial service activities, except insurance and pension funding

- 641 Monetary intermediation
 - 6411 Central banking
 - 6419 Other monetary intermediation
- 642 6420 Activities of holding companies
- 643 6430 Trusts, funds and similar financial entities
- 649 Other financial service activities, except insurance and pension funding activities
 - 6491 Financial leasing
 - 6492 Other credit granting
 - 6499 Other financial service activities, except insurance and pension funding activities, n.e.c.

Division 65 Insurance, reinsurance and pension funding, except compulsory social security

- 651 Insurance
 - 6511 Life insurance
 - 6512 Non-life insurance
- 652 6520 Reinsurance
- 653 6530 Pension funding

Division 66 Activities auxiliary to financial service and insurance activities

- 661 Activities auxiliary to financial service activities, except insurance and pension funding
 - 6611 Administration of financial markets
 - 6612 Security and commodity contracts brokerage

- 6619 Other activities auxiliary to financial service activities
- 662 Activities auxiliary to insurance and pension funding
 - 6621 Risk and damage evaluation
 - 6622 Activities of insurance agents and brokers
 - 6629 Other activities auxiliary to insurance and pension funding
- 663 6630 Fund management activities

Section L: Real estate activities

Division 68 Real estate activities

- 681 6810 Real estate activities with own or leased property
- 682 6820 Real estate activities on a fee or contract basis

Section M: Professional, scientific and technical activities

Division 69 Legal and accounting activities

- 691 6910 Legal activities
- 692 6920 Accounting, bookkeeping and auditing activities; tax consultancy

Division 70 Activities of head offices; management consultancy activities

- 701 7010 Activities of head offices
- 702 7020 Management consultancy activities

Division 71 Architectural and engineering activities; technical testing and analysis

- 711 7110 Architectural and engineering activities and related technical consultancy
- 712 7120 Technical testing and analysis

Division 72 Scientific research and development

- 721 7210 Research and experimental development on natural sciences and engineering
- 722 7220 Research and experimental development on social sciences and humanities

Division 73 Advertising and market research

- 731 7310 Advertising
- 732 7320 Market research and public opinion polling

Division 74 Other professional, scientific and technical activities

- 741 7410 Specialized design activities
- 742 7420 Photographic activities
- 749 7490 Other professional, scientific and technical activities n.e.c.

Division 75 Veterinary activities

- 750 7500 Veterinary activities

Section N: Administrative and support service activities

Division 77 Rental and leasing activities

- 771 7710 Renting and leasing of motor vehicles
- 772 Renting and leasing of personal and household goods
 - 7721 Renting and leasing of recreational and sports goods
 - 7722 Renting of video tapes and disks
 - 7729 Renting and leasing of other personal and household goods
- 773 7730 Renting and leasing of other machinery, equipment and tangible goods
- 774 7740 Leasing of intellectual property and similar products, except copyrighted works

Division 78 Employment activities

- 781 7810 Activities of employment placement agencies
- 782 7820 Temporary employment agency activities
- 783 7830 Other human resources provision

Division 79 Travel agency, tour operator, reservation service and related activities

- 791 Travel agency and tour operator activities
 - 7911 Travel agency activities
 - 7912 Tour operator activities
- 799 7990 Other reservation service and related activities

Division 80 Security and investigation activities

- 801 8010 Private security activities
- 802 8020 Security systems service activities
- 803 8030 Investigation activities

Division 81 Services to buildings and landscape activities

- 811 8110 Combined facilities support activities
- 812 Cleaning activities
 - 8121 General cleaning of buildings
 - 8129 Other building and industrial cleaning activities
- 813 8130 Landscape care and maintenance service activities

Division 82 Office administrative, office support and other business support activities

- 821 Office administrative and support activities
 - 8211 Combined office administrative service activities
 - 8219 Photocopying, document preparation and other specialized office support activities
- 822 8220 Activities of call centres
- 823 8230 Organization of conventions and trade shows
- 829 Business support service activities n.e.c.
 - 8291 Activities of collection agencies and credit bureaus
 - 8292 Packaging activities
 - 8299 Other business support service activities n.e.c.

Section O: Public administration and defence; compulsory social security

Division 84 Public administration and defence; compulsory social security

- 841 Administration of the State and the economic and social policy of the community
 - 8411 General public administration activities
 - 8412 Regulation of the activities of providing health care, education, cultural services and other social services, excluding social security
 - 8413 Regulation of and contribution to more efficient operation of businesses
- 842 Provision of services to the community as a whole
 - 8421 Foreign affairs
 - 8422 Defence activities
 - 8423 Public order and safety activities
- 843 8430 Compulsory social security activities

Section P: Education

Division 85 Education

- 851 8510 Pre-primary and primary education
- 852 Secondary education
 - 8521 General secondary education
 - 8522 Technical and vocational secondary education
- 853 8530 Higher education
- 854 Other education
 - 8541 Sports and recreation education
 - 8542 Cultural education
 - 8549 Other education n.e.c.
- 855 8550 Educational support activities

Section Q: Human health and social work activities

Division 86 Human health activities

- 861 8610 Hospital activities
- 862 8620 Medical and dental practice activities
- 869 8690 Other human health activities

Division 87 Residential care activities

- 871 8710 Residential nursing care facilities
- 872 8720 Residential care activities for mental retardation, mental health and substance abuse
- 873 8730 Residential care activities for the elderly and disabled
- 879 8790 Other residential care activities

Division 88 Social work activities without accommodation

- 881 8810 Social work activities without accommodation for the elderly and disabled
- 889 8890 Other social work activities without accommodation

Section R: Arts, entertainment and recreation

Division 90 Creative, arts and entertainment activities

- 900 9000 Creative, arts and entertainment activities

Division 91 Libraries, archives, museums and other cultural activities

- 9101 Library and archives activities
- 9102 Museums activities and operation of historical sites and buildings
- 9103 Botanical and zoological gardens and nature reserves activities

Division 92 Gambling and betting activities

- 920 9200 Gambling and betting activities

Division 93 Sports activities and amusement and recreation activities

931 Sports activities

- 9311 Operation of sports facilities
- 9312 Activities of sports clubs
- 9319 Other sports activities

932 Other amusement and recreation activities

- 9321 Activities of amusement parks and theme parks
- 9329 Other amusement and recreation activities n.e.c.

Section S: Other service activities

Division 94 Activities of membership organizations

941 Activities of business, employers and professional membership organizations

- 9411 Activities of business and employers membership organizations
- 9412 Activities of professional membership organizations

942 9420 Activities of trade unions

949 Activities of other membership organizations

- 9491 Activities of religious organizations
- 9492 Activities of political organizations
- 9499 Activities of other membership organizations n.e.c.

Division 95 Repair of computers and personal and household goods

951 Repair of computers and communication equipment

- 9511 Repair of computers and peripheral equipment
- 9512 Repair of communication equipment

952 Repair of personal and household goods

- 9521 Repair of consumer electronics
- 9522 Repair of household appliances and home and garden equipment
- 9523 Repair of footwear and leather goods
- 9524 Repair of furniture and home furnishings
- 9529 Repair of other personal and household goods

Division 96 Other personal service activities
9601 Washing and (dry-) cleaning of textile and fur products
9602 Hairdressing and other beauty treatment
9603 Funeral and related activities
9609 Other personal service activities n.e.c.

Section T: Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use

Division 97 Activities of households as employers of domestic personnel
970 9700 Activities of households as employers of domestic personnel

Division 98 Undifferentiated goods- and services-producing activities of private households for own use
981 9810 Undifferentiated goods-producing activities of private households for own use
982 9820 Undifferentiated service-producing activities of private households for own use

Section U: Activities of extraterritorial organizations and bodies

Division 99 Activities of extraterritorial organizations and bodies
990 9900 Activities of extraterritorial organizations and bodies