INTERVIEWER MANUAL

2019 LABOUR FORCE AND CHILD LABOUR SURVEY

1.1 Introduction

The Zimbabwe National Statistics Agency (ZIMSTAT) carries out a Labour Force Survey and Child Labour Survey (LFCLS) after every five years. The most recent surveys were conducted in 2004, 2011 and 2014. The Labour Force and Child Labour Survey (LFCLS) is a component of the Zimbabwe Household Surveys Capability Programme designed to monitor living conditions.
The 2019 LFCLS is being conducted countrywide, covering households in both urban and rural areas.

The survey provides in-depth information on the labour force as well as socio-economic indicators useful in monitoring living conditions in Zimbabwe. With ILO, UN system and donors support, the last LFCLS of 2014 provided reliable information on the number of people classified according to their activity status, the size and characteristics of the economically active population, that is, the employed and the unemployed, the informal sector employment and informal employment, retrenchments, social protection and the welfare of the employees (safety at work, decent work agenda and wages), the number of working children, detrimental effects of work on children, living conditions in general, and labour migration.. The adoption of the 19th International Conference of Labour Statisticians (ICLS) resolution on work statistics for the 2019 LFCLS is designed to produce estimates of indicators that are statistically sound and internationally comparable.

1.2 Objectives of the survey

The primary objectives of the survey are to provide engendered information on:
- the number of people classified according to their activity status
- the size and characterisitics of the economically active population, i.e, the employed and the unemployed
  - the informal economy
  - the welfare of the employees (safety at work, decent work agenda and wages)
  - the potential labour force
- the number of working children
- the detrimental effects on working children
- social protection and
- living conditions in general
  - educational attainment
  - household characteristics
  - energy use

1.3 Data uses

Labour force data are used extensively in both economic and social analyses. They are used in the analysis, evaluation, and monitoring of: the economy; the labour market; a wide range of government policies (relating in particular to employment, income support, industrial relations); and population groups of particular concern, for example, women, younger persons, older persons, indigenous people, etc). The data is also used for measurement of the relationship between employment, income and other

socio-economic characteristics and more importantly; to gauge the labour market development against national, regional and international development frameworks such as the Decent Work Country Programme (DWCP) and reporting on progress made towards attainment of Sustainable Development Goals (SDGs).

1.4 Areas covered

LFCLS QUESTIONNAIRE MODULES			
HH	Household information panel	WT	Working Time in employment
BC	Background Characteristics	IP	Work Related Income for Paid employees
M	Migration	IE	Work Related Income for Employers & own acc
D	Disability	OPF	Own use Production of Food stuffs among employed person
ED	Education	JS	Job Search and availability
EM	Employed at work	OUP	Own use Production of other goods
TA	Temporary absence	HC	household characteristics
AG	Agricultural work & market orientation	EU	household energy use
MJ	Characteristics of Main Job		
SJ	Characteristics of Second Job		

1.5 Sample design

This is an important part or stage in planning of a survey because, no matter how good the questions asked and no matter how thorough the analysis, little knowledge will be gained if the sample itself was poorly designed and executed.

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

1.5.1 Sampling Frame and Stratification

The sampling frame for the 2019 LFCLS was based on the 2012 Zimbabwe Master Sample (ZMS12) developed from the 2012 Zimbabwe Population Census. The ZMS12 is composed of six replicates of 500 EAs each. The 2019 LFCLS utilized replicate three and four for sample selection. Therefore reference should also be made to the documentation for the ZMS12. The basis of the master sample frame are the Enumeration Areas (EAs) created for the 2012 Population Census. Only EAs with land use sector 1-7 and household type = 1 (private households) were included in the master sample frame. The primary sampling units (PSUs) in the master sample are the census EAs. Each EA was delineated for the 2012 Zimbabwe population census operations with well-defined boundaries identified on the sketch maps, and the EA size is based on the expected workload for one enumerator. The EAs have an average of 100 households which is ideal for the survey listing operation. The first level stratification

for the sampling frame of EAs corresponds to the geographic domains: the 10 provinces, by urban/rural strata. Implicit stratification on land use sector was done within urban/rural (with the use of systematic sampling over a list of EAs sorted by land use sector). The distribution of the Master Sample EAs by province is shown in Table 1:

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

Province	Urban	Rural	Total	Percent
Bulawayo	228	0	228	7.6
Manicaland	66	294	360	12.0
Mashonaland Central	18	270	288	9.6
Mashonaland East	48	270	318	10.6
Mashonaland West	84	228	312	10.4
Matabeleland North	24	204	228	7.6
Matabeleland South	30	186	216	7.2
Midlands	96	222	318	10.6
Masvingo	36	288	324	10.8
Harare	384	24	408	13.6
Total	**1 014**	**1 986**	**3 000**	**100.0**
Percent	**33.8**	**66.2**	**100.0**	

1.5.2 Sample size and allocation

A total sample of 419 enumeration areas was selected with probability proportional to size (PPS). In terms of households, a total of 10 483 households were selected. Samples were allocated to different strata with a view to obtain reliable estimates at provincial level while maintaining the interest of national level estimates. Tables 2 show the distribution of sample EAs and households by province and sector respectively.

Table 2: Distribution of Sample EAs by province and sector

Province	Census Households	Rural Households	Urban Households	Sample Households	Number of EAs	Urban EAs	Rural EAS
Bulawayo	165 345	0	165 345	800	32	32	0
Manicaland	410 082	335 278	74 804	1 250	50	7	43
Mashonaland Central	263 923	245 701	18 222	1 025	41	2	39
Mashonaland East	326 825	281 320	45 505	1 100	44	4	40
Mashonaland West	345 223	250 744	94 479	1 150	46	12	34
Matabeleland North	160 912	142 643	18 269	775	31	3	28
Matabeleland South	154 875	132 571	22 304	725	29	5	24
Midlands	359 572	257 707	101 865	1 150	46	12	34
Masvingo	338 153	298 975	39 178	1 100	44	4	40
Harare	534 106	27 761	506 345	1 400	56	54	2
Zimbabwe	**3 059 016**	**1 972 700**	**1 086 316**	**10 475**	**419**	**135**	**284**

1.5.3 Scope and Coverage

The 2019 LFCLS covers private households in the selected EAs within the ten provinces of Zimbabwe. Twenty-five households were selected per EA. No substitutions of non-responding households will be done in this survey. If a dwelling unit is found being occupied by a different household, then that household will be interviewed in place of the listed household. If a dwelling unit had been destroyed and the household is still staying in the same EA, the household should be followed and interviewed.

1.6 Confidentiality

Some respondents may out rightly refuse to answer the questionnaire, while others may be reluctant to answer some of the questions. This is understandable since you would be asking for information that is not usually disclosed to strangers. You, the interviewer, will be expected to inform the respondent that:

(a) Information collected is kept strictly confidential. No information about any individual can be made available, even to a government department.

(b) The information collected will be used solely in the preparation of tables showing group totals, not individuals' information.

1.7 Mission Statement

The Zimbabwe National Statistics Agency is committed to the provision of timely, accurate, reliable and relevant statistics for evidence-based policy and decision making, using qualified, competent, motivated and professional staff and state of the art technology in response to the demands of our clients.

1.8 Field Roles

1.8.1 Role of Interviewer

(a) Activities before data collection (pre-enumeration phase) will include the following:
- ✓ Reconnaissance - identifying the EA by walking the boundaries and segmenting the EA for enumeration purposes;
- ✓ Publicising the Survey and approaching local authorities as well as influential people to introduce oneself;
- ✓ Receiving documents and equipment from the Team Leader/Supervisor;
- ✓ Identifying location of households;
- ✓ Arranging appointments for the interviews and;
- ✓ Preparing fieldwork itinerary for the survey.

(b) During data collection (enumeration phase) the main activities are:
- ✓ Asking questions correctly;
- ✓ Recording answers clearly, correctly and accurately;
- ✓ Editing completed questionnaires e.g. for completeness and consistency and;
- ✓ Scheduling call-backs e.g. making appointments to visit households at convenient times.

(c) Activities after data collection (post-enumeration phase):

- ✓ Final editing of the questionnaire at the Office;
- ✓ Submitting completed questionnaires and other equipment to the Team Leader;
- ✓ Writing and submitting data collection report to the Team Leader.

1.8.2 Role of Team Leader

(a) Activities before data collection (pre-enumeration phase) will be:
- ✓ Contacting district officials and all local authorities for each EA as a way of publicising the survey;
- ✓ Identifying all selected EAs under his/her Enumerators and;
- ✓ Distributing survey materials to Enumerators.

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

- ✓ Visiting enumerators and editing their work in the field and give feedback on performance;
- ✓ Attending some interviews and give feedback on how the interview was conducted;
- ✓ Making spot checks on already interviewed households and re-ask few questions on the questionnaire;
- ✓ Solving problems encountered in the field and inform the Supervisor;
- ✓ Follow-up on refusals;
- ✓ Editing all LFCLS questionnaires and submitting them together with a field report to the Supervisor.

1.8.3 Role of Provincial Supervisor

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

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

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

- ✓ Monitoring progress of the survey in the whole province by:
    - supervising the Team Leaders
    - making spot checks
    - attending or supervising some interviews
- ✓ Editing a sample of completed questionnaires and verifying that the quality of work is acceptable by ensuring completeness and consistency checks built into the questionnaire;
- ✓ Receiving all completed questionnaires and fieldwork reports from the Team Leaders;
- ✓ Submitting all questionnaires to Head Office timely;
- ✓ Carryout quality control assignments e.g. re-interviewing a sample of households in an EA; and
- ✓ Submitting a fieldwork report to the Field Operations Manager.

1.9 Place of Work

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

A Team Leader will spend most of the time in his/her Supervision Area (SA). A Supervision Area constitutes 9 to 11 EAs. A Provincial Supervisor will be partly in the Office and partly in the field. In the field, a Supervisor is in charge of all the SAs within his/her province.

1.10 Training

All persons involved in the collection of the data and supervision of fieldwork **must attend the training sessions.** The training will enable them to have a thorough knowledge of the main concepts and be familiar with the questionnaires and the training manual.

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

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

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

The third phase involves **field practice** where you will actually interview household members. Trainers will observe your interviews and work with you and will check and edit the questionnaire. You will be tested on your **familiarity** and **understanding** of the survey concepts, definitions and the questionnaire.

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

It should always be borne in mind that "High quality work" depends on:
- good training: Interviewers must **know** what they have to do;
- high morale: they must **wish** to do what they know they have to do; and do it.
- close supervision: during fieldwork enumerators will be given continuous feedback on their performances.

1.11 Finding and Re-Visiting Households

Your Team Leader will assign the EAs and households to be visited to each interviewer, and may help you to find the households. You must visit all these assigned EAs and households and **should not replace these households with other households that are not selected for interviews**, as this will negatively affect the representativeness of the sample.

If no one is at home when you go to interview the household, ask the neighbours whether anyone lives at this location. If it is occupied, ask the neighbours when the household members will return. Make arrangements to go back to the location when the household members are expected to be at home; for example, at the end of the day.

If no adult or knowledgeable member is at home, arrange to come back at another time.

> Each household in the sample has to be visited at least three times (two re-visits) before you can mark HH46 (Result of household interview) as 'No household member or no competent respondent at home at time of visit', unless otherwise instructed by your Team Leader.

> There may be cases when you learn that the household will be away for an extended period, and will definitely not return within the fieldwork period, in which case HH46 would be marked as 'Entire household absent for extended period of time'. In such cases, three visits to the household may not be necessary. However, even in such cases, the ultimate decision will have to be taken by your Team Leader.

> If it is necessary to revisit a household, unless you have been given a specific time to return, it is important that the visits be made at different times of the day. For example, there is no point in visiting a household three times within the space of two hours.

2. CONDUCTING A SUCCESSFUL INTERVIEW

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

2.1 Establishing Rapport with the Respondent

Remember the interviewer and the respondent are strangers to each other; therefore, one of the main tasks of the interviewer is to establish rapport with the respondent. The respondent's first impression of you will influence her/his willingness to participate in the survey, therefore, make sure that your appearance is neat and you also appear friendly as you introduce yourself.

The survey will have been publicised such that the respondent may be expecting your visit. However, always carry your official identification card or letter with you.

The following principles will be helpful in establishing rapport:

2.1.1. Approaching the dwelling unit

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

2.1.2. Make a good first impression

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

2.1.3. Always have a positive approach

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

2.1.4. Stress the confidentiality of responses

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

2.1.5. Answer any questions from the respondent frankly

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

2.1.6. Avoid the presence of other persons during the interview unless their presence facilitates the interview situation.

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

2.2 Tips in conducting an interview

Here are some tips in conducting the interview efficiently

2.2.1. Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are receiving are adequate or relevant.

2.2.2. Be neutral throughout the interview

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

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

2.2.3. Never suggest answers to the respondents

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

2.2.4. Do not change the wording or sequence of questions

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

2.2.5. Handle hesitant respondents tactfully

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

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

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

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

2.2.7. Do not hurry the interview

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

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

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

2.3 Language of Interview

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

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

3. FIELD PROCEDURES

3.1 Preparatory Activities

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

Each Enumerator will be provided with the following:

- Questionnaires
- Blue pen
- Clip board
- Satchel
- Notebook for observations
- Enumerator Manual
- Official ID/Letter
- Call back cards (mostly in urban areas)

3.2. Recording Responses

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

The questionnaire is divided into 19 modules. Complete the questionnaire in order of modules. The types of questions to be encountered on the questionnaire include those with:
- open ended responses where one must write the respondent's answer in the spaces provided e.g. age; answers in words where paraphrasing should keep the meaning accurate e.g. for occupation.
- pre-coded responses where the responses are listed on the questionnaire, and to record the answer you merely circle the appropriate code. ***Ensure that for any response coded 'Other specify' you specify the response given. The responses are critical during analysis as well as for improvement of future survey responses.***

It is important to record answers neatly and legibly.

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

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

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

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

Interviewers must be reminded that the use of 'Don't Know' as a response should be the last option.

3.3. Publicity

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

1)   At the national level

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

2)   At the provincial level

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

3)   At the district level

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

4)   At the local level

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

4. THE QUESTIONNAIRE MODULES

4.1 Household information panel

The Household Information Panel consists of an upper panel (HH1 to HH12). Your supervisor will have provided the necessary information to you for filling the questions HH1 to HH10 when you are assigned the household. The lower panel (HH46 to HH56) that appears on the cover page of the printed questionnaires are filled at the end of the interview automatically except for the HH46 and HH47 filled by the interviewer, following the completion of the questions HH13 to HH45.

HH1. *Cluster number*
Cluster number provided by your supervisor will appear here.

HH2. *Household number*
Household number provided by your supervisor will appear here.

HH3. *Interviewer's name and number*
Your own name and identification number provided to you at the time of training will appear here.

HH4. *Supervisor's name and number*
Supervisor's name and number will appear here.

HH5. *Day/Month/Year of interview*
The date of the interview will appear here as day, month and year. If the interview is not completed on your first visit, the date here will be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

HH6. *Area*
The pre-determined code for area will appear here.

HH7. *Province*
The pre-determined code for province will appear here.

HH7A. *District*
The pre-determined code for the district will appear here

HH8. *Is the household selected for Questionnaire for Men?*
The application will mark if the household is selected for Questionnaire for Men or not.

HH9. *Is the household selected for Water Quality Testing?*
The application will mark if the household is selected for Water Quality Testing or not.

HH10. *Is the household selected for blank testing?*

Once you make sure that HH1-HH10 have been automatically filled out, approach the household and identify an eligible **household respondent.***Check that the respondent is a knowledgeable member of the household and at least 18 years old before proceeding. You may only interview a child age 15-17 if there is no adult member of the household or all adult members are incapacitated. You may not interview a child under age 15.*

HH11. *Record the time.*

The time of the day you start the household interview will appear here.

HH12.

Introduce yourself by name and show your identification card, and begin by saying the following to the respondent:

Hello, my name is (*your name*). I am employed by the Zimbabwe National Statistics Agency (ZIMSTAT). I am here to collect data for Labour Force and Child Labour Survey. The interview usually takes about 45 minutes. All the information collected in the Survey is strictly confidential and will be published and used in aggregated form where no individual/household data can be recognised. May I start now?

You may change the order and or the wording of these introductory sentences - however, you must make sure to include the following when you are introducing yourself:

- Your name;
- The name of the implementing agency;
- The topic of the survey;
- Approximate duration of the interview;
- The issue of confidentiality;

If permission is given, record'1' for 'Yes' and proceed to Background Characteristics.

- If the respondent indicates that you have come at an inconvenient time, discuss with him/her when would be a good time for you to go back and make a note of the time and date.
- Always ensure that you keep your appointment.
- If the respondent does not agree to continue (refuses to be interviewed), even after you have made further attempts to explain the importance of the survey and to persuade him/her to participate, record'2' for 'No', thank him/her, go to HH46 and record '04' and leave the household to go to the next selected household.

Later, discuss the refusal with your Team Leader; you or another person from the team may make a second attempt to interview the household. This will depend on your description of the refusal. However, remember that a household's participation in this survey must be on a voluntary basis and you are expected to persuade potential respondents to participate.

You will complete question <mark>HH46</mark> (Result of household interview) **after** the interview has been completed.

If, <u>after all attempts have been made to interview the household</u>, you could not start an interview for this household, record '2' for 'Permission not given and proceed to HH46 to fill the corresponding result code.

HH46. *Result of interview*

``'<u>Completed</u>': If the Household Questionnaire is completed, record '01'.

'<u>No household member or no competent respondent at home at time of visit</u>': If the dwelling is occupied, but no one is at home or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent and you have not been able to contact a more qualified member of the household <u>after repeated visits</u>, record '02'.

'<u>Entire household absent for extended period of time</u>': If no one is at home and the neighbours say that no one will return for several days or weeks, record '03'.

'<u>Refused</u>': If the household refuses to be interviewed, record '04'.

'<u>Dwelling vacant / Address not a dwelling</u>': If a dwelling assigned to you is not occupied, that is, it is empty with no furniture and is not being lived in, this is what we call "vacant," and you should record '05'. Sometimes, you may find that a dwelling is not a residential unit. It maybe a shop, a church, a school, or some other type of facility that is not used as a living area. After making sure there are no residential units in the back of or above the premises, record '05'.

'<u>Dwelling destroyed</u>': If the dwelling was burnt down or was demolished in some other manner, record '06'.

'<u>Dwelling not found</u>': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head on the sample list, record '07'.
- Remember that you are not looking for the household head whose name may have been provided to you. Such names will be provided as information that you will use to locate the residential unit <u>where a household is known to be living</u> according to the information at the time of selection of the household for the survey.
- Your target is to find the dwelling or location where a household is living.

'<u>Other</u>': If you have not been able to complete the Questionnaire for another reason, you should record '96' and specify the reason. Some examples of 'Other' codes might be:
- The household respondent is ill (and no other knowledgeable adult household member lives in the household);
- The questionnaire is partly completed. The latter means that you have started the interview but after making some progress, the interview was discontinued.

- A questionnaire which was completed from beginning to end, but that has a few questions or a module unanswered should NOT be considered a "partly completed" questionnaire.

Questions <mark>HH48-HH52</mark> will be completed automatically after the household questionnaire has been completed.

HH47. *Name and line number of the respondent to Questionnaire interview*

Record the name and line number (from the List of Household Members, columns HL1 and HL2) of the respondent to the Questionnaire.

4.2 Background characteristics

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

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

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

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

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

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

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

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

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

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

Fourthly, explain to the head of household that you want information on all usual members - present or absent last night.

BC1: *Line number*

Note that the Background Characteristics includes **BC1; Line number**.

- This is the number used to identify each person listed in the household.
- You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided.

This is a very important number, as once household members are assigned these line numbers after the Background Characteristics is completed, all members are identified with these line numbers throughout the questionnaire

BC2. *Name*

You should begin by saying: **First, please tell me the name of each person who usually lives here, starting with the head of the household.**

Fill in the name of each household member, starting with the head of household (the person who is considered to be the head of the household by the household respondent). The head of the household should always be on the first row of the list. Never contest the respondent's answer.

The order of listing should be as follows:
- o head;
- o spouse;
- o unmarried children
- o married children, their spouses and children;
- o relatives of head and
- o non-relatives

This is illustrated in the following example with the following members – Stella Zimunya (Head of Household), Obert Zimunya (Husband of Stella), Chiedza Zimunya (Daughter of Stella, first born), Nyasha Zimunya (Daughter of Stella, second born) and baby (unnamed, third born, son of Stella):

1. Stella Zimunya
2. Obert Z
3. Chiedza Z
4. Nyasha Z
5. Baby of Stella (mother's name)

Also note that the names of household members will never be used for analysis purposes. However, recording the names of all household members is important since you will be using these names to address the questions. You do not need to print the full name of each individual. Record the name in a way that will help you and respondents identify each member uniquely.

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

BC3. What is (*name*)'s relationship to head of household?

This question should be completed as you enter the names of the persons. Interviewers are urged to probe for the exact biological relationship between the listed members and the head of the household.
Remember here that the relationship is to the head of household not chief respondent in case where a chief respondent is asked interviewed instead of the head of household.
Circle the appropriate response.

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

BC4. Is (*name*) male or female?
Record '1' for 'Male' and '2' for 'Female'. Do not try to guess the sex of the household member from the name provided to you, as this can lead to mistakes. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female because of the use of the respondent's relationship ('sister') to Mary. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the name would most likely be a male's (or a female's) name (such as Joseph, Mary, Shannon, Cameron), have the respondent confirm the sex. **This column cannot be left blank.**

Once you have a complete list of names, relationship codes and sex, ask and record answers to questions about individual persons starting from BC5. Start with the household head on line 01. When you have finished asking all questions (BC5 to BC10) for the person on line 01, continue to the person listed on line 02, until you have completed BC5 to BC10 for all household members

BC5. How old was (*name*) at his/her last birthday?
Record each person's age in **completed years**, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed years since birth'. With this definition, since a 6-month-old baby has not completed a full year, his/her age will be recorded as '00'. Note that you will be obtaining more accurate estimates of children's ages later. **This column cannot be left blank.**

Age is one of the most important variables as almost all analysis of data depends on the respondent's age e.g. activity rates calculated by age of person, educational levels, family planning, etc. Age should be stated in completed years. Be careful not to round-up ages to the next birthday e.g. the age of a child who is four years and eleven months should be recorded as 04 and not 05.
It might be possible to relate the age of the person to that of someone else in the household whose age is reliably known.
If probing does not help, you may have to estimate the age as a last resort when all other efforts have failed. Avoid the use of Identity Cards as a means of estimating a person's age because, more often than not, if a person does not know when she or he was born, the age on the identity card is likely to be wrong as well.

BC6. *Age 0-17?*

For all children under the age of 18 years, we want to know whether their own (natural) parents are still alive. This information can be used to measure the prevalence of orphan hood and child fostering in the population. **You will not ask this question to the respondent.**

BC7. Is (name's) biological mother alive?

In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband/wife from a previous relationship or children of their sisters, etc. You should be certain that the respondent understands that **you are asking about the woman who gave birth to the child.**

Record whether or not the child's natural mother is still alive by recording the code corresponding to the response given.

BC8. Is (name's) biological father alive?

Record whether or not the child's natural mother is still alive by recording the code corresponding to the response given.

BC9. *Age 12 years and above?*

This is a check question just like BC6. For all persons aged 12 years and above, we are interested in knowing whether they are in marriage or union. **You will not ask this question to the respondent.**

BC10. What is (*name*)'s marital status?

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

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

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

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

4.2 Migration

This module is asked to all persons in the household

M1. Where was (*name*) born?

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

M2. What is (*name's*) citizenship?

Citizenship denotes the link between a person and a state or an association of states. Possession of citizenship is normally associated with the right to work and live in a country and to participate in political life. Citizens are members of a state or a nation, a person who does not have citizenship in any state is said to be stateless.
Do not deduce someone's citizenship from the language an individual speaks or their country of birth.   Record what the respondent tells you. As a way of probing, you may ask if the individual has a passport and if so, the country that issued the passport.

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

District and Country codes are in Appendix 3.

M3. Has (*name*) moved from one district/country to another since June 2014?

The question intends to measure both internal and international migration.

M4. Where was (*name*) living before? (the most recent move)

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

M5. What was the main reason why (*name*) moved here?

The purpose of this question is to identify the main reason why the respondent migrated. The question is asked to persons who have been coded '1' in M3.

M6. With whom did (*name*) move?

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

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

4.4 Disability Module

D1. Does (*name*) have any of the following disabilities?

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

Definitions:
a) Impairment: is any loss or abnormality of psychological or anatomical structure or function. (It refers to organs/systems of the body).

b) Disability: refers to any restriction or lack of ability to perform an activity in a manner within the range considered normal for a human being. (Refers to the person and function).

c) Handicap: is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal (depending on age, sex, social and cultural factors) for that individual. (these are limitations experienced by people with disabilities in their interactions with society).

Examples:
1. Impairment: Paralysis of lower limbs after injury.
   Disability   : Inability to walk
   Handicap   : Unable to get employment
Because there is no adequate transport, buildings are not accessible and potential employers do not wish to employ someone with a disability.
2. Impairment   : Mild mental retardation
   Disability   : Difficulty learning
   Handicap   : Unable to attend school because teachers do not know how to work with children who are mentally retarded.
In Zimbabwe, the terms disability, impairment and handicap have been used interchangeably to refer to persons with disabilities. Reference has been made to children who are mentally handicapped, people who have visual impairment or people who are physically disabled. To the users, the meaning is only an exercise in semantics.

4.4.1 Classification of disability for purposes of identification

Disability is difficult because it is not a well-defined condition. Different countries have used different definitions and census methodologies to come up with estimates of prevalence rates. Developed countries have counted even those with minor disabilities as disabled while developing countries have only counted those that have moderate to severe conditions that need rehabilitation intervention. These are people whose conditions permanently prevent them from performing activities in a manner considered normal for human beings. A person may have minor impairment (e.g. amputation of two toes) but functions normally. Such a person is not considered disabled. When identifying people with disabilities, the difficulties that they may have as a result of their conditions are classified as follows by World Health Organization:
   a Difficulty moving (physical disability)
   b Totally Blind
   c Difficulty seeing
   d Difficulty speaking
   e Deaf
   f Difficulty hearing

g Difficulty learning/mental handicap
h Chronic fits
i Strange behaviour/mental illness
j Lack of feeling in hands or feet/leprosy
k Albinism

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

4.4.2 Explanation of disabilities and examples of conditions that may cause disabilities condition:

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

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

b. Totally Blind
- ❖ cannot see at all

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

d. Difficulty Speaking
- ❖ cannot speak
- ❖ cannot speak clearly enough to be understood
- ❖ no speech
- ❖ difficulty speaking (stammering and cleft palate)

e. Deaf
- ❖ do not hear at all
- ❖ deaf both ears (profound)

f. Difficulty Hearing
- ❖ Partially deaf
- ❖ may not hear words when people speak
- ❖ only hear when people speak loudly and clearly

g. Difficulty Learning (mental handicap)
- ❖ person not able to learn new activities as early as other people of his/her age;
- ❖ ranges from mild to severe retardation;
- ❖ development of sitting, crawling, etc may be slow;
- ❖ may be slow to respond to what others say and to what happens around her/him;
- ❖ may not understand as well as others what she sees, hears, smells and tastes;
- ❖ may not be able to express his/her needs or feelings in a way other people understand;
- ❖ may not understand the abstract;
- ❖ may remember what she/he has been told only for a short time;
- ❖ may have difficulty controlling feelings(can just scream, cry or have sudden bursts of anger without any visible external triggers).
- ❖ Learning disability e.g. - moderate, severe – Down's Syndrome/Microcephaly
                                                                    - hydrocephaly

h. Chronic Fits : Epilepsy (Seizures, convulsions)
- ❖ It's a common condition characterised by brief periods of unconsciousness or change in mental state that are caused by injury to the brain
- ❖ The person is usually on continuous medication
- ❖ Can be mild to severe
- ❖ Mild fit – person stops whatever they are doing: stares unusual movements e.g. repeated units of the lips or hands
- ❖ Severe fits – person falls to the ground. Has strong uncontrollable movements and loss of consciousness

i. Strange Behaviour /Mental illness – mostly in adults
- ❖ It is NOT intellectual or learning disability
- ❖ behaviour change started at an older age;
- ❖ he/she has not always behaved this way;
- ❖ may not talk to anyone anymore;
- ❖ may talk too much, more than before;
- ❖ may become angry/excited for no reason or may frighten other people;
- ❖ may hear voices that other people do not hear or see things other people do not see(hallucinations);
- ❖ person may stop keeping clean or dressing properly;
- ❖ person may speak or move around in a strange way;
- ❖ may show no feelings or interest in other people;
- ❖ may start collecting rubbish and look less and less tidy;
- ❖ may believe that she/he is someone important;
- ❖ may begin to believe things that are obviously not true(paranoia).

j.   Lack of feeling in hands and feet   - leprosy

k.   Albinism   - people who have no skin pigmentation

D2. What caused (*name's*) disability?

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

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

4.5 Education Module

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

NB: For this section check with BC5 (age) for consistency, particularly for children. However, you might meet persons who are high flyers attending university education at age expected of secondary school level. Comments are expected in such cases.

ED1. *Line number:*

This is the same number assigned to each person on the List of Household Members.

ED2. *Name and age:*

Copy the names (BC2) and ages (BC5) of __all__ household members in the Background Characteristics to ED2.

ED3. *Age 3 or above?*

For all household members age 3 or above, you will continue with question ED4. If the child is age less than 3, you will skip to the next person.

ED4. Has(*name*)**ever attended school or any Early Childhood Education programme?**

In this question, attendance to any regular accredited educational institution or programme, public or private, for organised learning at any level of education is considered as 'Yes' response. Even if the person has attended school or an Early Childhood Education (ECE) including ECD A&B programme for a very short period of time (just once or for one school day), we accept such cases as a 'Yes' response.

Record '1' if the answer is 'Yes' and continue with question ED5. If the answer is 'No', record '2' and go to the household member on the next line. The rest of the questions are not applicable for this person.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work, as long as these schools are part of the formal school system. 'School' also includes correspondence courses or online learning programmes leading to a diploma, associate or higher degree.

Schools that carry out non-standard curriculum (non-formal education) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard (formal) school.

'Early Childhood Education' is listed for children who do not attend the first grade of primary school, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding.

ED5. What is the highest level and grade or year of school(*name*)**has ever attended?**

If the person has ever been to school, record the highest level of schooling ever attended by recording the code for the response. You may need to probe for the type of school attended. Record '8' if the respondent 'Doesn't know' the level. If the highest level of school the child has attended is Early Childhood Education programme, skip to ED7.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if you are conducting the interview during a long school break period).

Enter the highest grade or year attended or '98' for 'DK' (Don't know). If the first grade at this level is not completed, enter '01'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be recorded as '1' and the grade will be entered as '01'. Correspondingly, if a person has attended secondary school but did not complete the first grade, then the level for this person will be recorded as '2' and the grade will be entered as '01'.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '05',
For higher education, a person who has attended diploma programme and has not yet finished it will be recorded 02. Note that a person who has attended a diploma programme and has already completed it will also be recorded 02.

ED6. **Did (***name***) ever <u>complete</u> that (grade/year)?**

Record the code corresponding to the answer given. The term "completed "refers to whether the person attended this grade/year until the end of the school year, independently of whether the person did succeed or fail.

ED7. *Age 3-24?*

For all household members age 3-24, you will continue with question ED8. If the member is age 25 years or above, you will skip to the next person.

ED8. *Check ED4: Ever attended school or ECE?*

If the member has ever attended school or Early Childhood Education programme, you will continue with the next question. If not, you will skip to the next person.

Questions ED9 to ED16 refer to current and recent school attendance. You will need to be careful in asking these questions, depending on when you are conducting the interview – whether schools are open or on holiday. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.

ED9. At any time during the 2018/19 school year did (*name*) attend school or any Early Childhood Education programme?

Please be aware that this question focuses only on the current school year. If (*name*) attended a school or early childhood education programme within that school year, record '1'. If the answer is 'No', record '2' and go to question ED15.

ED10. During this current school year, which level and grade or year is (*name*) <u>attending</u>?

If the person attended school within this current academic year, record the highest level and grade of schooling attended. For example, record '2' if his/her highest level of school is lower secondary level. Record '8' if the respondent 'Doesn't know' his/her highest level of school. If he/she attended an ECE, record "0" and go to ED15. For grade 'DK' ('Doesn't know'), record '98'.

For grade/year record the highest level and grade of schooling currently attending. For instance, if a person attending primary school but did not complete the second grade, then the level for this person will be recorded as '1', and the grade will be recorded as '02'.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be recorded as '1' and the grade as '05'.
The educational system in Zimbabwe has undergone periodic changes. At one time primary education lasted eight years then later changed to seven years. There was once the F2 system which went up to Grade 11 (eleven) in secondary school. All these systems should, of necessity, be made to conform to the system currently in use. Furthermore, if a respondent was educated outside Zimbabwe, probe so as to find her/his level of education and its equivalence in Zimbabwe.

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

LEVEL OF EDUCATION	OTHER LEVELS	EQUIVALENCE
PRIMARY	SUB A	GRADE 1
	SUB B	" 2
	STANDARD 1	" 3
	" 2	" 4
	" 3	" 5
	" 4	" 6
	" 5/6	" 7
SECONDARY	GRADE 8	FORM 1
	" 9	" 2
	" 10	" 3
	" 11	" 4
	'M' LEVEL	" 5

ED11. Is (he/she) attending a public school?

If the answer is "Yes", record 1 (Government/Public School). If the answer is "No", then probe what type of school he is attending and who controls and manages the school and then record the corresponding number.

ED15. At any time during the 2017/18 school year did (*name*) attend school or any Early Childhood Education programme?

This question is essentially same with question ED9 but emphasizes the previous school year. If answer is 'Yes', record 1. If answer is 'No', then record '2' and go to next member. For 'DK', record '8' and go to next member.

ED 16. During that previousschool year, which level and grade or year did (*name*) <u>attend</u>?

This question is exactly same with ED 10 but emphasizes the previous school year.

<u>NOTE:</u>
If you interview a household that has more than 15 members, you should have a second Continuation Questionnaire for this household where the cover page information is completed, and the information of additional member(s) have been entered in the Background Characteristics. Once you have completed the Education Module in the primary Questionnaire, ask the questions in the Education Module of the Continuation Questionnaire and record the information for these household members.

Return to the primary Questionnaire to complete the interview. Remember that once you complete the interview you should keep the continuation questionnaire inside the primary one so that they remain together.

4.6 Employed at work module for 5 years and above

This Module serves as the start of the questions aimed at establishing the labour force status of the respondent. It is addressed to all household members of working age, as specified in the national context. It includes a small set of questions to identify persons who were employed and working (i.e. "at work" in the short reference period). The questions are aligned with the international standards on statistics of work, employment and labour underutilization adopted by the 19th ICLS in 2013.

EM1. During the last 7 days, that is from [DATE] up to [DATE] did (*name*) do any work for a wage, salary or any other pay, even if only for one hour?

This question aims at identifying persons who worked for someone else in exchange for remuneration such as salary, wage, tips, commissions. It is required as part of the sequence to identify persons employed in the short reference period.

The start and end dates for the reference week need to be specified as per national practice. For example, a moving calendar week should be specified as: Last week, that is from [Monday] to [Sunday] of last week, did…

The question is targeted to persons working for pay for someone else, in a dependent relationship. This includes persons who worked in the reference week in any type of paid job, for example, as employees or apprentices, including casual, informal and part-time employees, for as little as one hour.
Paid jobs may be remunerated in wages, salaries, commission, tips or other pay, for work done or hours worked. The pay may be in cash or in kind (e.g. with food and lodging, with products or vouchers). It includes persons who worked in expectation of payment regardless of whether the payment was actually received or not.

Include persons who were temporarily not at their normal place of work for reasons such as job-related travel or job-related training required by the employer

Exclude persons who worked as self-employed, for example, in a business or market- oriented activity with the intention of earning a profit, whether as employer or own-account worker, or helping in a family business. This includes farmers producing goods mainly for sale. These self-employed workers are meant to be captured in subsequent questions (EM2 and EM3).This is important to ensure that respondents are appropriately routed in the questionnaire. The questions are not used to assign status in employment which is assigned based on questions asked after the respondent is identified as employed.

The question requires careful translation to the national language(s). Wording chosen to translate "work for wage, salary or any other pay" should be evaluated in the national context to ensure it is understood by respondents from different backgrounds as referring generally to "dependent paid employment" such as employees and apprentices, whether formal or informal.

It is not recommended to list many examples of types of pay nor to mention explicitly payment in kind in the question formulation. Accumulated field evidence indicates that long list of examples tends to confuse respondents rather than help. Reference to "pay in kind" is not widely understood and often misunderstood as carrying negative connotations.

Risk of misinterpretation by respondents and interviewers alike can lead to mis-classification of own-use producers as employed (i.e. working for pay), in particular. For this reason the most important risk to avoid is that people working in own account farming or fishing where the production is either partially or fully kept for own-use understand this question as covering their type of work.

EM2. <mark>**During the last 7 days**</mark>**, did (***name***) run or do any kind of business, farming or other activity to generate income, even if only for one hour?**

READ IF NEEDED:
For example: [making things for sale, growing produce for sale, buying and reselling things, provided services for pay, raising animals or catching fish for sale]

The purpose of the question is to identify persons who worked in their business, including small own-account market-oriented activities. It is required as part of the sequence to identify persons employed in the short reference period.

The question refers to persons who worked in the reference week in any kind of business activity to earn an income in the form of profits, in cash or in kind, for as little as one hour. This includes persons who worked as employers, own account workers producing goods or providing services intended mainly for the market, or as members working in a family business or farm producing mainly for the market.
It includes persons who worked in a business activity with the intention of earning a profit, even if the business was not making a profit or was incurring a loss by the time of the interview.

Excluded are persons who worked in the reference week in any kind of paid job, as employees or apprentices. These persons should have been captured in the previous question (EM1).

Also excluded are farming or fishing activities when intended mainly for own final use by the household or family, even if a part of the production is sold or bartered.

The question requires careful translation to the national language(s). Wording chosen to translate "any kind of business, farming or other activity to generate an income" should be evaluated in the national context to ensure it is understood by respondents from different backgrounds as referring generally to "market oriented self-employment", whether formal or informal. Accumulated evidence indicates that the term "business" in particular tends to be understood more narrowly than intended, often excluding own-account market-oriented activities without fixed business premises. Inclusion of the additional terms "farming or other activity to generate an income" in the question is important to limit possible underreporting of self-employment activity.
 Examples should be adapted to the national context and read only if needed. Useful examples include colloquial words commonly used locally for "casual self-employment work" and descriptors of common own-account market-oriented activities that may not be recognized as employment by people in general.

EM3. <mark>During the last 7 days,</mark> did (*name*) help with the paid job or business of a household or family member <mark>even if only for one hour</mark>?

The purpose of the question is to recover persons who worked without receiving pay in a family-run business or helped a family member with their paid job. It helps in identifying other persons employed in the short reference period.

It includes persons who worked in any kind of business operated by a family member, for as little as one hour. The business may be any kind of self-employment activity, including a farm, producing goods or providing services intended mainly for the market. The business may be operated by family members living in the same household or in another household. Examples include a wife who assists her husband in the family business or a son or daughter helping in a family business without receiving any direct pay on a regular basis.

It also includes persons who assisted with any of the tasks or duties of an employee job held by a family member for as little as one hour. The family member may be living in the same household or in another household.
Accumulated evidence indicates that this question is critical to improve reporting of employment in family businesses, particularly among women and younger workers.
The term "help" should be retained in translations to the national language(s) as the question is targeted to persons who may not recognize their participation as employment, or even work.

4.7 Temporary absence from employment module for 5 years and above

This Module is part of the sequence of questions aimed at establishing the labour force status of the respondent. It is addressed to household members of working age, who did not report having worked for pay or profit in the reference week (Employed at work module). It includes a small set of questions to identify persons who were temporarily absent from a paid job or business in the short reference period. The questions are aligned with the international standards on statistics of work, employment and labour underutilization adopted by the 19th ICLS in 2013.

TA1. Even though (*name*) did not work, <mark>during the last 7 days</mark> did (*name*) have a paid job or a business?

The purpose of the question is to identify persons on temporary absence from a paid job or business in the reference period. The question is required as part of the sequence to identify persons employed.

It is asked only to persons of working age who were not identified as employed in the module "Employed, at work". Temporary absence from a job or business refers to an interruption from an existing job or business. That is, the person should have been previously working in a specific paid job or business and expected to return to that same job or business after the absence.

Persons absent from their normal place of work for work-related reasons such as job-related travel or training should be considered employed, at work, in the reference week. That is, they should be captured as employed in the module "Employed, at work".

Persons who are about to start a new job or business, but have not yet started to work by the interview date are not considered to be absent from work. Instead, they are future starters and are to be identified as such in a subsequent module on "Job search."

TA2. Why did (name) not work during <mark>the last 7 days</mark>?

This question aims at identifying the reason for absence from employment. It is required as part of the sequence to identify persons employed in the short reference period. Depending on the reason along with the duration of absence and continued receipt of payment, the respondent will be identified as employed or not.

Code 1 (**Waiting to start new job or business**) includes all persons who had already found a job or arranged to start a business, but had not yet started working in the reference period.

Code 2 (**Low or off-season**) includes all persons with seasonal jobs who indicated not having worked in the reference period because of the low or off-season. This excludes short periods (e.g. 1 or 2 weeks) of low activity that may take place during the active season which should be coded 3.

Code 3 (**Shift work, flexi time, nature of work**) includes situations where the respondent was absent for the entire reference period due to their working time arrangement or the nature of their work. This includes for example, persons who work on "tours" with schedules such as two weeks on and 2 weeks off; persons on time off as compensation for time previously worked and other flexible working time arrangements. It also includes persons working in agriculture

or in other industries where the nature of their work may include short periods (e.g. lasting a week or two) with no activity during the productive cycle. Note, however that the off-season should be recorded as Code 2. Involuntary breaks in work due to economic reasons should be recorded as Code 9.

Code 6 (**Maternity, paternity leave**) refers to the statutory period of maternity or paternity leave established in national legislation around the time of childbirth. It excludes maternal or parental leave that may be requested at different times for child care purposes. Maternal or parental leave should be recoded under Code 8 (other personal leave)

Code 7 (**Education leave or training**) includes all kinds of education or training, not required by the employer. Note that persons attending education or training required by the employer are to be considered as "Employed, at work" and captured in the previous module as such.

Code 9 (**Temporary lay-off, no clients or materials, work break**) includes involuntary breaks due to work interruptions for economic reasons such as a lack of available business, a lack of materials, difficulties with premises etc. This also includes any absence where a person is temporarily laid off by their employer. The person must have an expectation of a return to work with the employer.

Code 11 (**Strike or labour dispute**) includes only people who were personally involved in a labour dispute. Absences due to being unable to attend work due to other people engaging in a labour dispute should be coded 9.

TA2a. During the low/off-season, does (*name*) continue to do some work for that job or business?

Question aims at identifying persons with seasonal jobs who continue to perform some of the tasks or duties of their job during the low or off-season. It is required as part of the sequence to identify persons employed in the short reference period.

This question is only of persons who reported being absent from a job due to the low or off-season. It aims to establish if during the period considered as low or off-season, the person continues to perform some of the tasks or duties of their job. For example, clearing a field, applying fertilizer, checking orchards for overall tree health, etc. in preparation for the active season.

TA3. Including the time that (*name*) has been absent, will (*name*) return to that same job or business in 3 months or less?

The purpose of this question is to identify persons on temporary absence from a paid job or business. It is required as part of the sequence to identify persons employed in the short reference period.

The question refers to the expected total duration of the absence. This includes both the elapsed duration to date and the expected future period of absence.
If the total duration is unknown the elapsed duration can be asked in case the elapsed duration is already more than 3 months. However the respondent should be pushed to say whether they think it will be more or less than 3 months in total.

TA4.Does (*name*) continue to receive an income from his/her job or business during this absence?

The question was designed to identify persons on temporary absence from a paid job or business. Required as part of the sequence to identify persons employed in the short reference period

Income includes all income in cash or in kind which is related to the job they are absent from and which they continue to receive during the absence.
Respondents who receive income which is not directly related to the job should be coded as NO.

4.8 Agricultural work and market orientation module <mark>for 5 years and above</mark>

This module is part of the sequence of questions aimed at establishing the labour force status of the respondent. The module has three main objectives: (a) to recover persons working in agriculture or fishing who may have not reported this work in the previous section; (b) for all those reporting work in agriculture or fishing, to determine whether the production is intended mainly for sale/barter (and thus to be treated as employment), or mainly for final consumption by the respondent's household or family (and thus to be treated as own-use production work); and (c) for those not employed who report own-use production work in agriculture or fishing, to capture the main industry, occupation and time spent in this activity.

The module is essential for countries where a part of the population is engaged in mixed or subsistence agriculture or fishing. It allows the identification of the employed population, as per the international standards on statistics of work, employment and labour underutilization adopted by the 19th ICLS in 2013. It also allows identification of an important part of subsistence foodstuff producers as recommended by the international standards. For complete identification of own-use producers of goods, in addition to this module, the survey should also include modules on **own use of production of foodstuff among employed persons** and the module on **own use production of other goods**.

AG1.During the last 7 days did (*name*) do any work in farming, such as crop farming and animal rearing?

This is a recovery question to identify persons who potentially did market-oriented work in agriculture but did not self-identify as employed in the previous modules.

The question is asked only to respondents who did not self-identify as employed in the previous questions.
It refers to activities falling under Divisions 01 and 03 (Agriculture and fishing, respectively) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4).Any work done for at least one hour in these activities during the reference week should be included.
The question requires careful translation to the national language(s). It is not recommended to use the terms "agriculture, forestry and fishing" directly in the question formulation. Accumulated evidence indicates that respondents tend to associate the term "agriculture" predominantly with crop farming, but not with animal husbandry. At minimum, the question formulation should make reference to farming and raising animals separately.
Reference to fishing activities in the question formulation will depend on its relevance in the national context. In countries where aquaculture is prevalent, additional colloquial terms referring to "fish farming" may need to be included, at minimum, as an example to be read if needed.

AG2.Was this work that you mentioned in…?

READ CATEGORIES & MARK ALL THAT APPLY

A. Farming such as crop farming and animal rearing
B. Another type of job or business

The purpose of the question is to identify whether the respondents' work was in farming or rearing animals, fishing, or another type of activity. It is part of the question sequence to distinguish between employment and own-use production work. For those who answer that the work was in farming, rearing animals or fishing, follow-up questions will be asked about the main intended use of the products.

The question is essential to measure employment as per the latest international standards, in countries where a part of the population is engaged in small-scale agriculture and/fishing.
Ensure the respondent is replying in relation to the work already reported for previous questions.
Codes A refers to activities falling under Divisions 01 and 03 (Agriculture and Fishing respectively) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4).
Code 3 includes any sector of activity other than farming, rearing animals or fishing. In other words all respondents whose work was not in those activities should be recorded in code C.
The same terms as used in the previous question (AG1) should be used in the formulation of the response options.
Multiple responses are valid, if respondents had work in multiple different sectors (e.g. a teacher who also works in farming).

AG3.Thinking about the animals/products (*name*) worked on, are they intended…… ?

READ CATEGORIES & MARK ONE:

1. Only for sale
2. Mainly for sale
3. Mainly for family use
4. Only for family use

This question serves as the main criterion to distinguish between employment and own-use production work. It is used to identify whether work done in farming or rearing animals, fishing, or other type of activity should be identified as employment or own use production work. This is based on whether the main intended use of the products from the work is for sale (employment) or own/family use (own use production work).

Response categories 1 to 4 should be read aloud by the interviewer.
For this question all of the products the person was working on should be considered together. For example, if the person worked to look after both chickens and pigs then they should report whether the chicken and pigs together were mainly for family use or for sale/barter.

Respondents should report the general situation for the goods produced rather than just the goods produced in the reference week. It refers to products the respondent was directly working on in the reference week. It does not refer to products the respondent may have worked on in the past, or goods produced only by other household members.

If the respondent indicates that the products are both for sale/barter and family use, the interviewer should try to get the respondent to indicate which one is the main use in general.

AG5. Was (*name*) hired by someone else to do this work?

The purpose of the question is to identify if the work reported should be considered employment.
It is used to identify people who may have reported that the goods were mainly intended for own final use but may actually be paid to do the work (e.g. paid in kind with part of the production)

This question refers to the work done in the last week, even if they were only hired to work during that week. This refers to any situation where the work was done in return for the promise of payment, whether actually received or not.
Work done for payment in kind in the form of products or services (e.g. payment in food), whether provided in the past or the future, is included.

AG6. What is the main products from farming that (*name*) was working on?
For example: [citrus fruits, vegetables, freshwater fish, cattle, chicken, rice]

This question will allow an analysis of the main types of goods from agriculture and/or fishing being produced by persons engaged in this work. This will enable the data coder to find the appropriate ISIC Rev.4 Code or corresponding national classification.

If needed, give examples to assist the respondent. List examples typical of the local area or region (e.g: citrus fruits, vegetables, freshwater fish, cattle, chicken, taro, rice).

If the respondent reports multiple products ask them to indicate which ones were the main ones (this could be based on quantity, value, amount of time spent but mainly the respondent should be asked to identify this without further guidance if possible).
Record enough information about the main goods or products produced to enable coding at 4 Digits level of the classification, i.e. avoid generic terms like 'crops'.

AG7. During the last 7 days, on how many days did (*name*) work in this activity?

The purpose of this question is to allow the calculation of hours actually worked in the reference week by collecting first the number of days worked and then the average number of hours per day.
It is required to produce estimates of working time in own-use production of goods.

Respondents should report any day during the reference period when they carried out the activity even for a short period of time.
Any activity in this case refers to time spent directly on and in relation to agricultural or fishing activities by the respondent to produce goods intended mainly for own final consumption by the household. Exclude time spent in activities intended to produce goods mainly for sale or barter.

AG8. How many hours per day did (*name*) spend doing this during the last 7 days?

This question aims at producing estimates of working time in own-use production of goods so as to produce estimates of the contribution of own-use production of goods to SNA labour input.

The number to be entered is the average number per day that the respondent actually worked on. For example, if the respondent reported working on 3 days and on those days they worked 1 hour, 3 hours and 5 hours then the average per day worked is 3 hours and that should be recorded here.

Hours actually worked refers to time spent directly on and in relation to farming and or fishing work activities by the respondent to produce goods intended mainly for own final consumption by the household or family. Exclude time spent in activities intended mainly for sale or barter. Record hours in 0.5 hour intervals. If the respondent gives a response in some other way (e.g. 10 hours 20 minutes), round up or down to the nearest 0.5 hours (i.e. 10.0 hours).

Interviewers should be trained to help the respondent by getting them to talk about how much time they spent on each of the days they worked as reported for the previous question.

Exclude time spent travelling between the home and the land plot, lake, sea, etc. for example, at the start and end of the work day, as well as time spent on long breaks, for example, meal breaks.

For data quality assurance a maximum hour's threshold should be established, taking into account the national context. The threshold should take into consideration the extent to which fishing activities, in particular, may be performed over 24-hour shift periods.

4.9 Multiple job holding and characteristics of main job module for 5 years and above

This module is asked to all respondents who have been identified as employed based on previous questions. It starts by capturing if the respondent has only one job or business, or multiple jobs or businesses. After this it will capture a range of information about the characteristics of the main job/business of the respondent (or if they only have one, the characteristics of that job/business).

This module is critical to provide a range of analytical information about the employment situation of the respondent and is the source of many classificatory variables used for both social and economic analysis such as status in employment, occupation, industry, job duration, type of contract, informality etc.

MJ1. During the last 7 days did (*name*) have more than one job or business?

The purpose of this question is to identify multiple-job holders. It assists in identifying respondents who will have to provide information about a second job.

A self-employed person who works for more than one client is not considered to have more than one job or business. A separate job should involve working in a different economic activity or in a different status in employment. For example, a person who runs a business and also works as a government employee, or a self-employed person who runs a convenience shop and drives a taxi at other times.

For employees, it refers to the number of employers they have, for example, an employee of an agency has one job, regardless of how many clients they might serve through that agency.

MJ2. *INTERVIEWER TO READ:*
I am now going to ask you some questions about (*name*)'s main job.
The main job is the one where (*name*) usually work the highest number of hours even if (*name*) was temporarily absent during the last 7 days.

This statement helps respondents with multiple jobs to identify which one is the <u>main one</u> for the following questions.

The statement is to be read to respondents who self-reported having multiple jobs. No response is required.

The main job is defined, as per the international standards, as the one in which the person usually work the most hours, even if they were absent from it in the reference week. If the hours of work are the same in each job, the main job/business is the one that generates the highest income.

Care should be taken to ensure that respondents report on their main job even if absent during the reference week.

MJ3.In (*name*)'s main job, what kind of work does he/she usually do?

(e.g. Cattle farmer; Policeman; Cook; Primary school teacher)

MJ3a. Main tasks and Duties
([e.g. Cattle farmer –breed, raise and sell cattle; Policeman –patrol the streets; Cook – plan and prepare meals; Primary school teacher –teach children how to read and write])

MJ3b. ISCO CODE

The purpose of this set of questions (MJ3-MJ3b) is to capture the occupation of the respondent in their main job. They are used to capture sufficient detail to enable the data coder to find the appropriate ISCO-08 code.

Occupation refers to the kind of work performed in a job. The interviewer should ask the question but record two pieces of information based on the response received. The first piece of information is the 'Occupational title' (MJ3).
The second piece of information is the 'Main tasks and duties' (MJ3a).
The information is needed to assign a code based on the ISCO-08 classification (MJ3b)
It is vital to capture sufficiently detailed information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported.
The examples should be adapted to list nationally relevant occupations. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes examples of occupational titles (e.g. long-distance truck driver) and of relevant main task and duties associated with that occupation (e.g. transporting goods between cities) to highlight the type of information required for detailed coding.

MJ4.Does the business or place where (*name*) work has a name?

This is part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the main job is located.

This refers to the name of the place of work of the respondent, not the physical location where the work takes place, which may or may not be different.
For employees it refers to the business that employs them. For self-employed it will refer to the respondent's business.
'BUSINESS WITHOUT A NAME' should be used only in cases when the business/place of work has no name, for example respondents working in informal own-account business activities.
Respondents employed as domestic workers directly by private households should be captured by the response option 'PRIVATE HOUSEHOLD'. This only refers to respondents who have an employment relationship with the household (or multiple households), for example live-in domestic workers. It does not refer to persons who work in their own business and provide their services to private households, for example, electricians, bricklayers or vendors.

MJ5. What is the name?

Part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the main job is located. It may also be used to link Labour Force Survey data with industry data obtained from business registers where available, for more precise coding.
The question should be asked only to respondents who said the business or place of work had a name in response to the previous question.

MJ6. What is the main activity of the business or place where (*name*) work(s)?

 (e.g.: Police Department; Restaurant; Transport Company)

MJ6a. GOODS OR SERVICES
([e.g.: Police Department - public safety; Restaurant - preparing and serving meals; Transport Company - long distance transport of goods])
MJ6b. ISIC CODE

This set of questions (MJ6 to MJ6b) is a part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the main job is located. This enables the data coder to find the appropriate ISIC Rev.4 code (or equivalent national classification).
To aid in coding, interviewers will be trained to record 2 pieces of information. The first piece of information is the 'Main activity' (MJ6), the second is the main 'goods or services' produced (MJ6a). This is then used to assign a code according to the ISIC (MJ6b).
It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level.
The examples should be adapted to list nationally relevant industries, products and services. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes descriptive words that illustrate the main activity of an establishment (e.g. pharmacy) and of relevant main goods or services provided (e.g. sale of medicines to the general public) to highlight the type of information required for detailed coding.

MJ7. In (*name*'s) main job, does (*name*) work…?

READ:

1. In (*name*'s) own business
2. In a business operated by a household or family member
3. As an employee for someone else
4. As an apprentice/intern
5. Helping a family member who works for someone else

This question is part of the sequence of questions to assign a code under the International Classification of Status in Employment (ICSE).
Status in employment refers to the type of relationship between the respondent   and the unit they work for.

Code 1 is for a respondent works on his/her own account or with partners. He/she holds a "self-employment" type of job and may or may not have engaged employees to work for him/her.

Code 2: The respondent participated in any activity to support the operation of a business activity of a household member or a family member living elsewhere.

Code 3: The respondent holds a job with a written or oral contract which gives him/her a basic pay that is not directly dependent on the revenue of the unit in which he/she works.

Code 4: The respondent holds a job on a temporary basis to acquire workplace experience or skills.

Code 5: The respondent helped with any of the tasks or duties of an employee job held by a household member or a family member living elsewhere. For example, a son who helps his mother with grading exams as part of her job as a teacher.

MJ8. Who usually makes the decisions about the running of the business?

The purpose of this question is to assess participation in decision making within the family business. It is used to distinguish between contributing family workers and co-operators in family businesses. It is part of the sequence of questions for detailed coding under the International Classification of Status in Employment (ICSE).

The question is only asked of respondents who work in a household or family business.

It refers to usual decision making about the running of the business such as the types of goods and services offered, hiring of employees, etc.

MJ9. Did (*name*) have any paid employees during the last 7 days?

The purpose of this question is to confirm whether a self-employed respondent has employees. It is part of the sequence of questions to distinguish between employers and own-account workers, as needed to assign a code under the International Classification of Status in Employment (ICSE).

The question is only asked to respondents who are identified as operating their own business.

It refers to the situation in the reference week and the business considered as the main job of the respondent (i.e. employees hired for some other purpose should not be included).

It includes situations where the employee was temporarily absent from work in the reference week. It includes casual/temporary/part-time employees even if they were only hired on a one off basis during the reference week.

MJ9a. The products or services that (*name*) offer, can (he/she) set the price (himself/herself)?

This question is used to establish if the respondent has the authority to set the prices charged for the good or services they produce. It is part of the questions to identify workers who may be classified as dependent contractors among those who self-identify as operating their own business.

The question is intended only for respondents who self-identify as operating their own business.

If the respondent has multiple products or services a 'YES' should be recorded as long as they can set the price for any of those goods or services. If they can set the price only with the agreement of a partner or co-operator in the business this should still be recorded as 'YES'.

If the respondent indicates that they cannot set the price and explains the reason for this, refer to the notes for the following question. Cases which would fall under code 1 in the next question should be recorded as NO here and 1 in the next question. All other cases can be coded 'YES'.

MJ9b. Why can (*name*) not set the price? Is it because ….
  *READ***:**
1. Another enterprise or agent sets the price
2. Prices are set by the customer(s)
3. Government defines the price by law/regulation
4. Prices are negotiated with the customer
5. It's the going rate on the market
6. Other (specify):_____

This question aims at identifying the reason the respondent is unable to set the price charged for the goods or services they produce. It is used to confirm if the respondent should be considered an independent worker or a dependent contractor under the ICSE classification.
The question is intended only for respondents who say that they could not set prices for the products themselves.
Code 1 covers cases where the respondent cannot set the price because another business or commercial entity sets the price. It includes cases where the respondent may get directly paid for the goods or services but they have no authority to alter the price. The respondents captured under this code are those who may be identified as dependent contractors under the ICSE classification.
Code 2 covers cases where the respondent cannot set the price because a customer or client sets the price. This includes final customers as well as clients who may act as intermediaries. Respondents captured under this code are part of the group who may be identified as dependent contractors under the ICSE classification.
Code 3 refers to situations where prices are regulated by a Government agency. Regulation of this type is often for specific sectors/activities (for example school books, staple food items, fuel, taxis etc).
Code 4 covers all situations where the price is agreed between the respondent and the customer/client. Negotiation does not need to take place with every transaction, it may be that a price is negotiated and agreed for a period of time or set of tasks.
Code 5 refers to situations where prices for products are not regulated, but are maintained at a given price to as a way to limit competition among providers. Respondents captured under this code would not be considered as dependent contractors on this basis.

MJ10..Is (*name*) employed by ….
READ:
1. The government or a state owned enterprise
2. A farm
3. A private business (non-farm)
4. A household(s) as a domestic worker
5. An NGO, non-profit institution, church
6. An international organization or a foreign embassy

The purpose of the question is to enable classification of employed persons by institutional sector of employment. This question is used to develop estimates for use in the National Accounts.

The question is intended only for respondents with a dependent employment relationship in their main job (employee, apprentice/intern, helping a family member who works for someone else). It should not be asked to persons who work in their own business or in a business run by a family member. The institutional sector for all self-employed persons is the private sector. Thus, the corresponding code should be assigned during data processing.

The institutional sector of employment refers to the type of institution that employs the person rather than their place of work. For example, a government doctor who works on call in different households is employed by government (code 1) even though the usual place of work may be at the clients' households. Domestic workers employed by the households should be recorded as code 4.

Code 1 includes all the government institutions or state-owned enterprises (i.e. ownership of 50% or more by the state).

Code 2 covers private farms producing mainly for the market.

Code 3 includes all other (ie. non-farm) personal or private businesses, whether formal or informal, that are not publicly owned (or owned at less than 50% by the state).

Code 4 covers private households as employers of domestic workers only.

Code 5 includes all non-profit institutions, such as NGO, charities, religious institutions, that provide their services or product to households or the community at large. It excludes NGOs controlled by the government.

Code 6 includes public institutions but owned by foreign or international institutions such as foreign embassies etc.

MJ10a..Was (*name*) being paid for that work...
READ:
1. By the business/organisation/household (*name*) actually did the work for?
2. Or by a different organisation or business?

The purpose of the question is to provide supplementary information on the working relationship between the respondent and their employer as proposed by ICSE-18. It aims at identifying cases where a respondent is paid by someone other than who they perform the work for (i.e. employees in triangular relationships).

This and the following questions are only asked of respondents in a dependent employment relationship (employee, apprentice/intern or helping a family member who works for someone else).

Code 2 includes only cases where the person receives their pay from a business/household or organisation other than the one for whom they perform the work. This will generally include workers employed through agencies such as security agencies, cleaning agencies, nursing agencies etc.

All others (i.e. those directly paid by the business/household the work is performed for should be coded 1).

Respondents with multiple clients who are paid directly by those clients separately should be coded 1.

MJ10b.Is (*name*) paid a wage or salary for this work?

This question seeks to confirm if respondents who self-identified as working in a dependent employment relationship receive a wage or salary or not. It's part of the new sequence of questions for detailed coding under the International Classification of Status in Employment (ICSE).

This question is only asked to respondents in a dependent employment relationship (employee, apprentice/intern or helping a family member who works for someone else).

A wage or salary is a payment in return for time worked. It can be an amount per hour, day, week, month or other time period. Wages or salaries are not directly dependent on the profits of business/organisation in which the respondent works, or sales etc.

If the respondent only partially receives a wage or salary (e.g. receives mostly commission on sales) it should still be coded as 'YES'.

Respondents who indicate that they do not receive any pay at all (e.g. unpaid helpers in a family business) should be coded to category '3' so that they can skip subsequent questions about contract type and payment. However, this option only refers to people who receive no payment at all, not just those who receive no wage or salary. People who receive no wage or salary, but do receive other types of payment (e.g. tips), including in kind (products, housing, etc) should be coded '2'.

This only refers to payment received by the respondent. They should only be coded 01 if the respondent receives the payment directly themselves.

MJ10c. (In addition/Or) does (*name*) receive as payment any of the following…?
READ AND MARK ALL THAT APPLY

A. Payment by piece of work completed
B. Commission or tips
C. Fees for services provided
D. Payment in food or accommodation
E. Payment in products
X. OTHER (Specify):_____

F. NOT PAID

The purpose of this question is to provide information on the types of payments received by respondents other than a wage or salary.

It is only asked to respondents in a dependent employment relationship (employee, apprentice/intern or helping a family member who works for someone else).

Multiple answers can be recorded if the respondent receives multiple types of payment.

Categories 'D' and 'E' refer to different types of payment in kind, i.e. where non-monetary payments are received.

Category 'X' includes any other type of payment which is neither a wage nor salary, nor covered by the other 5 categories. For example, if the respondent receives subsidised or fully paid for health insurance this could be recorded under category X.

The question refers only to payment received or expected directly by the respondents themselves.

MJ10d. Does (*name*) have a written contract or oral agreement with his/her employer?

The purpose of the question is to assess the relationship between the respondent and their employer.
This relates to the nature of the agreement the respondent has with their employer covering the work they do and their working conditions. The question is only asked to respondents in a paid dependent employment relationship (employee, apprentice/intern or helping a family member who works for someone else).
Code 1 covers any kind of written agreement between the respondent and their employer which indicates their duties/roles and working conditions.
Code 2 covers situations where there is no written agreement but the conditions have been orally agreed between the respondent and the employer.
Code 3 covers respondents where no agreement at all is in place between the respondent and their employer, for example a day labourer with no agreement about hours of work, rates of pay, etc.

MJ10e.Does the contract or agreement specify a minimum amount of hours that (*name*) is supposed to work?

This question, just like the one before, (MJ10d) seeks to assess the relationship between the respondent and their employer. It helps in identifying respondents with zero hours contracts.
This relates to the nature of the agreement the respondent has with their employer covering the work they do and their working conditions. It is only asked to respondents in a paid dependent employment relationship (employee, apprentice/intern or helping a family member who works for someone else) who indicate having a written or oral agreement with their employer.
Code 1 covers any kind of written or oral agreement between the respondent and their employer covering the expected working time, whether it is a set number of hours per time-period or a minimum amount of time over the duration of the agreement.
Code 2 covers situations where there is no agreed minimum number of hours expected or guaranteed between the respondent and their employer.
Code 3 covers respondents whose agreement is specified for the completion of a task or tasks without reference to a set or minimum number of hours required to complete the task.

MJ10f. Is (*name's*) contract/agreement…
READ:
1. Of limited time duration
2. Permanent or without limit of time
3. For the completion of a task or tasks

The purpose is to identify the type of contact or agreement held between the respondent and their employer. It enables sub-classification of employees by degree of permanency of the contract or agreement.
The question is only asked of respondents in a paid dependent employment relationship (employee, apprentice/intern or helping a family member who works for someone else) who indicate having a written or oral agreement with their employer.
Code 1 includes all cases where there is an expectation of continued employment and no explicit end date is specified.
Code 2 include all cases where the respondent's agreement has a specified end date whether in writing or not even if the respondent expects to continue working in the job after that date.
If the respondent states that it is for the completion of a task but also includes a time limit record it as code 3.

MJ10g.What is the total duration of (*name's*) current contract?

The purpose of this question is to identify the length of agreement to allow analysis of working conditions for assessment of different categories of workers, based on their working arrangements.

The question is only ask of respondents who indicated that they had a limited duration contract or agreement in response to the previous question.

The duration referred to should be the **total duration** of the current contract or agreement, not elapsed duration or remaining time.

Code 1 includes respondents who work on the basis of daily agreements with their employer and have no guarantee of work with that employer beyond each day they are recruited.

MJ10h. Why is (*name*) working for a fixed term?

1. Period of training (apprentice, trainee, research assistant, etc)
2.Required before a permanent contract is granted
3. It is seasonal work
4. It is part of an employment creation program
5. It is substitute work
6. It terminates once a specific task is completed
7. Other reasons
SKIP TO MJ10j FOR ALL

This question is used for a classification of employed persons with a fixed term contract by type of contract.

The question is only asked to respondents who indicated that they had a limited duration contract or agreement. If multiple reasons are reported the respondent should be prompted to select the main one.

Code 3 should be used only for persons employed in jobs whose timing and duration are significantly influenced by seasonal factors such as climatic seasons, holidays and agricultural preparations or harvests. Seasonal jobs are typically performed during part of the year and followed by a period of inactivity.

MJ10i. Is (*name's*) work seasonal work?

The purpose of this question is to identify employed persons with no contract or with a contract for the completion of a task who are engaged in seasonal work. It is to be used together with the question on reasons for having a fixed term contract (**MJ10h**) to fully identify all persons employed whose main job is seasonal.

Seasonal work refers to jobs whose timing and duration are significantly influenced by seasonal factors such as climatic seasons, holidays and agricultural preparations or harvests. Seasonal jobs are typically performed during part of the year and followed by a period of inactivity.

Jobs which are subject to short periods of inactivity of one or two weeks should be coded '2'.

Only persons with jobs subject to seasonal conditions with periods of inactivity longer than a month should be coded '1'.

MJ10j. Is (*name's*) employer responsible for deducting any taxes on (*name's*) income or is that (*name's*) responsibility?

This question is used as part of the set of questions to identify dependent contractors among those who self-identified as working in a dependent employment relationship. Those who are responsible for payment of their own taxes may be classified as dependent contractors within the ICSE classification.

The question refers to the responsibility to pay taxes even if no taxes are actually paid, for example, because the income earned is below a threshold required for payment of income related tax.

The underlying intention of the question is to help identify respondents who may have a commercial agreement for their services even though they might self-identify as working for someone else (i.e. as employees, apprentices, etc.).

Care should be taken to ensure informal workers answers refer to on who falls the responsibility for paying income tax, and not on whether income tax is actually paid or not.

MJ10k.Does (*name's*) employer pay contributions to a [PENSION FUND/HEALTH] for him/her?

This question is part of the sequence of questions to identify employees with informal jobs. It enables analysis of informality in employment and job-related benefits.

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

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

To include medical insurance in write-up

Interviewers are to ensure that respondents understand that the question refers to the payment of social contributions by their employer, and not by themselves.

MJ10l.Does (*name*) get paid annual leave?

The question is part of the sequence of questions to identify employees with informal jobs so as to enable analysis of informality in employment.

This refers to the respondent's ability to take paid annual leave through their job. If the entitlement exists but the person is unable to take the leave in practice this should be coded as 'NO'. Only respondents who are both entitled and able in practice to take the leave should be coded as 'YES'.

MJ10m.Would (*name*) get paid sick leave in case of illness or injury?

This question is also part of the sequence of questions to identify employees with informal jobs **t**o enable analysis of informality in employment.

This refers to the respondent's ability to take paid sick leave through their job. If the entitlement exists but the person is unable to take the leave in practice this should be coded as 'NO'. Only respondents who are both entitled and able in practice to take the leave should be coded as 'YES'.

The amount of sick leave is not specified. Even if only a low amount is available this should still be recorded as 'YES'.

If the payment is received through a social insurance scheme and not directly from the employer this should still be coded as 'YES', so long as the paid sick leave is dependent on the worker's job. That is, schemes that are not related to having a particular job should be excluded.

MJ11. In what kind of place does (*name*) typically work?

This question allows for analysis of working relationships and conditions. It enables identification of home-based workers, and is used as additional supporting information to identify domestic workers, workers in triangular relationships.

This refers to the type of location where the person typically carries out the work. If a worker works in different locations of the same type, that type of location should be recorded as the answer, for example an electrician who typically works in his clients' homes should be coded 2 as the work typically takes place in clients' homes.

Code 1 includes cases where the respondent works in a space within the household premises. Spaces adjacent (in front, on the side, in the back) to the household premises served by a separate entrance should be coded 03.

Code 4 includes cases where the respondent typically works at the same location but there is no fixed premise involved, for example a person who sells goods at the same street corner or other public space each day.

Code 5 will typically refer to work which takes place on open spaces, for example farming, cutting down trees, fishing.

Code 6 will include all cases where the work typically involves use of a motorized or non-motorized vehicle, including water, air or land-based vehicles. Workers who depart each day from a central location to which they return upon completion of their workday (for example a public transport employee) should be coded as working from a fixed premise, Code 02 or 03 as appropriate.

MJ11a. Including (*name*) how many persons work at (*name's*) place of work?

The purpose of this question is to identify the size of the establishment.

The question refers to the establishment where the person works. For large organizations, respondents should be prompted to provide the size of the Division or Department in which they work. It refers to the current situation but also including any workers who may be temporarily absent in the reference week.

Include all workers regardless of their status in employment (employees, paid apprentices, contributing family workers, business co-operators, etc), whether full-time, part-time, with a temporary contract or agreement, etc.

MJ11b. Is the business where (*name*) works a [LIMITED COMPANY, TRADING PARTNERSHIP, LIMITED PARTNERSHIP]?

This question is part of the sequence of questions to identify persons employed in the informal sector. It is part of the new sequence of questions for detailed coding under the International Classification of Status in Employment (ICSE).

Incorporation refers to the process of establishing a business/establishment with a separate legal identity from its owner(s), which limits the liability of the owners in case of losses by the business.

The question requires national adaptation to list the types of arrangements which identify incorporated enterprises in the country such as limited companies, limited parternships, etc.

MJ11c. Is the business where (*name*) work registered in the [REGISTRAR OF COMPANIES]?

Part of the sequence of questions to identify persons employed in the informal sector.
The question should be adapted to list the names of national business register. If multiple officially recognised registers exist they should all be listed.

MJ11d. Does the business (*name*) work(s) in keep a complete set of accounts including [ASSETS, INCOME AND EXPENDITURES, (THAT IS A COMPLETE BALANCE SHEET]?

Part of the sequence of questions to identify persons employed in the informal sector.

The question should be adapted to list nationally relevant types of accounts as appropriate covering the business balance sheet, profit and loss statements, registers of assets etc.

The accounts may or may not be submitted to taxation or other public authorities. This refers to the fact that the business does or does not maintain these types of accounts.

MJ12. Which year did (*name*) begin working in this business or for this employer?

The purpose of this question is to enable analysis by duration of job/business.
It provides a measure of the stability and continuity of employment, including in cases where a worker has had a series of contracts with the same economic unit.
It refers to the year in which the respondent started working for the current employer or in the current business.
For dependent workers (ie. employees, apprentices) this refers to the year when the person started working for their employer, even if since then, the person has been promoted or changed job description, responsibilities or tasks, within the economic unit. For self-employed people with a registered business it will refer to work in the specific registered business. For informal businesses it refers to the year the person started working in the activity.
When a worker has had a series of renewed temporary engagements with the same economic unit, the duration of employment in that economic unit should be based on the total duration since the first engagement, unless the gap between engagements was one month or longer.
When a worker has been transferred between different establishments or locations within an enterprise, or enterprise group, or between different ministries or departments within the same government, duration in the current economic unit should be based on the highest level institutional unit considered as a single economic unit. For workers employed through

agencies, for example, in multi-party employment arrangements, the duration of employment should be with the agency not the client of the agency.

MJ13. And which month?

The purpose is to enable analysis by duration of job/business.
See notes for year commenced.

4.10 Characteristics of second job

The module is asked to all respondents who previously stated that they had more than one job or business. It captures essential characteristics of the second job/business of the respondent. This module is important for countries wishing to undertake analysis of the characteristics of all jobs, which is not possible if only characteristics of the main job are collected. It is also useful to enable analysis of total volume of work (or full-time equivalent employment) in combination with questions on hours worked in second and other jobs. This can also enable more detailed analysis of the circumstances and types of jobs of those who hold multiple jobs.

SJ1. In his/her second job, what kind of work does (*name*) usually do?
([e.g. Cattle farmer ; Security; Cook ; Primary school teacher])

SJ1a. MAIN TASKS OR DUTIES
([e.g. Cattle farmer –breed, raise and sell cattle; Security; Cook –plan and prepare meals; Primary school teacher –teach children how to read and write])
SJ1b. ISCO CODE

The purpose of this set of questions (SJ1-SJ1b) is to capture the occupation of the respondent in their second job. They are used to capture sufficient detail to enable the data coder to find the appropriate ISCO-08 code.

Occupation refers to the kind of work performed in a job. The interviewer should ask the question but record two pieces of information based on the response received. The first piece of information is the 'Occupational title' (SJ1).
The second piece of information is the 'Main tasks and duties' (SJ1a).
The information is needed to assign a code based on the ISCO-08 classification (SJ1b).
It is vital to capture sufficiently detailed information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported.
This includes examples of occupational titles (e.g. long-distance truck driver) and of relevant main task and duties associated with that occupation (e.g. transporting goods between cities) to highlight the type of information required for detailed coding.

SJ2. Does the business or place where (*name*) work(s) have a name?

This is part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the second job is located. This refers to the name of the place of work of the respondent, not the physical location where the work takes place, which may or may not be different.
For employees it refers to the business that employs them. For self-employed it will refer to the respondent's business.
'BUSINESS WITHOUT A NAME' should be used only in cases when the business/place of work has no name, for example respondents working in informal own-account business activities.
Respondents employed as domestic workers directly by a private household should be captured by the response option 'PRIVATE HOUSEHOLD'. This only refers to respondents who have an employment relationship with the household (or multiple households), for example live-in domestic workers. It does not refer to persons who work in their own business and provide their services to private households, for example electricians.

SJ3.What is the name?

Part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the second job is located. It may also be used to link LFS data with industry data obtained from business registers where available, for more precise coding
The question should be asked only to respondents who said the business or place of work had a name in response to the previous question.

SJ4. What is the main activity of the business or place where (*name*) work(s)?
([e.g.: Security ; Restaurant ; Transport Company])

SJ4a. GOODS OR SERVICES
([e.g.: Security - public safety; Restaurant - preparing and serving meals; Transport Company - long distance transport of goods])
SJ4b. ISIC CODE

The questions (SJ4 to SJ4b) are part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the second job is located. These questions enable the data coder to find the appropriate ISIC Rev.4 code (or equivalent national classification).
The interviewer should ask the question but record two pieces of information based on the response received. The first piece of information is the 'Main activity' (SJ4), the second is the main 'goods or services' produced (SJ4a). This is then used to assign a code according to the ISIC (SJ4b).
It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level.

SJ5. In (name's) second job, does he/she work…?
READ

1. In (*name's*) own business
2. In a business operated by a household or family member
3. As an employee for someone else
4. As an apprentice/intern
5. Helping a family member who works for someone else

This question is part of the sequence of questions to assign a code under the International Classification of Status in Employment (ICSE).
Status in employment refers to the type of relationship between the respondent and the unit they work for.
Code 1: The respondent works on his/her own account or with partners. He/she holds a "self-employment" type of job and may or may not have engaged employees to work for him/her.
Code 2: The respondent participated in any activity to support the operation of a business activity of a household member or a family member living elsewhere.
Code 3: The respondent holds a job with a written or oral contract which gives him/her a basic pay that is not directly dependent on the revenue of the unit in which he/she works.
Code 4: The respondent holds a job on a temporary basis to acquire workplace experience or skills.

Code 5: The respondent did any work in any of the tasks or duties of an employee job held by a family member living in the same or in another household.

SJ6. Did (*name*) have any paid employees last week?

The purpose of the question is to confirm whether a self-employed respondent has employees. It is part of the sequence of questions to distinguish between employers and own-account workers, as needed to assign a code under the International Classification of Status in Employment (ICSE).
The question is only asked to respondents who, in their second job, are identified as operating their own business.
It refers to the situation in the reference week and the business considered as the second job of the respondent (i.e. employees hired for some other purpose should not be included).
It includes situations where the employee was temporarily absent from work in the reference week.
It includes casual/temporary/part-time employees even if they are only hired on a one off basis during the reference week.

SJ6a. The products or services that (*name*) offer, can (he/she) set the price (himself/herself)?

The question aims to establish if the respondent has the authority to set the prices charged for the goods or services they produce. It is part of the questions to identify workers who may be classified as dependent contractors among those who self-identify as operating their own business.
The question is intended only for respondents who self-identify as operating their own business.
If the respondent has multiple products or services, a 'YES' should be recorded as long as they can set the price for any of those goods or services.
If they can set the price only with the agreement of a partner or co-operator in the business this should still be recorded as 'YES'.
If the respondent indicates that they cannot set the price and explains the reason for this, refer to the notes for the following question. Cases which would fall under code '1' in the next question should be recorded as 'NO' here and '1' in the next question. All other cases can be coded 'YES'.

SJ6b.Why can (*name*) not set the price? Is it because ….
READ
1. Another enterprise or agent sets the price
2. Prices are set by the customer(s)
3. Government defines the price by law/regulation
4.Prices are negotiated with the customer
5. It's the going rate on the market
6. Other (specify):_____

SKIP TO WT1 FOR ANY

The purpose of this question is to identify the reason why the respondent is unable to set the price charged for the goods or services they produce. It is used to confirm if the respondent should be considered an independent worker or a dependent contractor under the ICSE classification.

The question is intended only for respondents who say that they could not set prices for the products themselves.

Code 1 covers cases where the respondent cannot set the price because another business or commercial entity sets the price. It include cases where the respondent may get directly paid for the goods or services but they have no authority to alter the price. The respondents captured under this code are those who may be identified as dependent contractors under the ICSE classification.

Code 2 covers cases where the respondent cannot set the price because a customer or client sets the price. This includes final customers as well as clients who may act as intermediaries. Respondents captured under this code are part of the group who may be identified as dependent contractors under the ICSE classification.

Code 3 refers to situations where prices are regulated by a Government agency. Regulation of this type is often for specific sectors/activities (for example school books, staple food items, fuel, taxis etc).

Code 4 covers all situations where the price is agreed between the respondent and the customer/client. Negotiation does not need to take place with every transaction, it may be that a price is negotiated and agreed for a period of time or set of tasks.

Code 5 refers to situations where prices for products are not regulated, but are maintained at a given price to as a way to limit competition among providers. Respondents captured under this code would not be considered as dependent contractors on this basis.

SJ7. Which of the following types of payment does (*name*) receive for this work:
READ OUT AND MARK ALL THAT APPLY.
A. A wage or salary
B. Payment by piece of work completed
C. Commission or tips
D. Fees for services provided
E. Payment in food or accommodation
F. Payment in products
X. OTHER (Specify):_____
Z. NOT PAID

The question is part of a sequence of questions used to confirm the status in employment of respondents. It is used to confirm if respondents who self-identified as employees do receive a wage/salary or not. That not in receipt of a wage or salary may be re-classified as dependent

contractors depending on their answers to additional questions. The question enables analysis of the types of payments received by respondents.

This question is only asked of people who said their status in employment was an employee, apprentice/intern or helping a family member who works for someone else.

This only refers to payment received by the respondent directly themselves.

Multiple answers can be recorded if the respondent received multiple different types of payment.

Category A (wage or salary) refers to payments in return for time worked. It can be an amount per hour, day, week, month or other time period. Wages or salaries are not directly dependent on the profits of business/organisation in which the respondent works, or sales etc.

Categories E and F refer to different types of payment in kind, i.e. where non-monetary payments are received.

Category X includes any other type of payment which is not covered by the other 6 categories. For example, if the respondent receives subsidised or fully paid for health insurance this could be recorded under category X.

SJ7a. Is (*name's*) employer responsible for deducting any taxes on (*name's*) income or is that (*name's*) responsibility?

This question is used as part of the set of questions to identify dependent contractors among those who self-identified as working in a dependent employment relationship. Those who are responsible for payment of their own taxes may be classified as dependent contractors within the ICSE classification.

The question refers to the responsibility to pay taxes even if no taxes are actually paid, for example because the income earned is below a threshold required for payment of income related tax.

The underlying intention of the question is to help identify respondents who may have a commercial agreement for their services even though they might self-identify as working for someone else (i.e. as employees, apprentices, etc.).

Care should be taken to ensure informal workers answers refer to on who falls the responsibility for paying income tax, and not on whether income tax is actually paid or not.

4.11 Working time in employment

The purpose of the module is to capture information on working time in the respondent's different jobs and the total hours worked in all jobs. Two main concepts of working time identified in the international standards on the measurement of working time (18th ICLS, 2008) are covered in the module, namely hours actually worked and hours usually worked.

In addition to hours worked, questions are included relevant to the measurement of time related underemployment and other inadequate employment situations, in line with the latest international standards on these topics (19th ICLS 2013 and 16th ICLS 1998, respectively).

This module is a core part of any labour force survey sequence given the importance of analysis of working time, its role in productivity measurement and the link to the measurement of labour underutilization. Where possible it is preferable for each individual to respond on his/her own behalf.

WT1. How many hours does (*name*) usually work per week in his/her main job?

The purpose of this question is to produce estimates of working time. The question is used **as** a reference for the measurement of time related underemployment.

Hours usually worked per week refers to the typical value (mode) of the hours actually worked per week assessed over a longer reference period than the reference week, as self-declared by the respondent. You should record the responses to the nearest hour, e.g. round off 74.5 hours to 75 hours and record as **75**; round off 78.4 hours to 78 hours and record as **78**.

If a person did not work for any hour record '**00**'. The total hours should be three digits e.g **120, 050 and 000** if a person did not work for any hour**.**

If the respondent reports variable hours encourage them to estimate the average over the last 4 weeks.

WT2. How many days per week does (*name*) usually work in his/her main job?

The purpose of the question is to produce estimates of hours usually worked per week in combination with a question on hours usually worked per day.

The question is only asked to respondents who could not provide an estimate of hours usually worked per week in response to the previous question.

This refers to the number of days on which any work is usually performed. If the numbers of days vary, ask the respondent to estimate an average over the previous 4 weeks.

WT3. And how many hours per day does he/she usually work in his/her main job?

The question seeks to produce estimates of hours usually worked per week in combination with a question on number of days usually worked per week. It is only asked to respondents who could not provide an estimate of hours usually worked per week.

This refers to the number of days on which any work is usually performed in the main job each week. If the numbers of hours per day vary ask the respondent to estimate an average over the previous 4 weeks.

WT4. During the last 7 days, did (*name*) have any absences or take time off from his/her main job for any reason, for example, holidays, illness, family reasons?

This question is used as part of the sequence to estimate hours actually worked. It is included to ensure respondents consider any absences from work when estimating hours actually worked in the previous week when estimating hours actually worked.

Absences refer to any absences which could account for differences between usual hours of work and those actually worked in the previous week.

The absence could be for any reason including holidays, sick leave, personal leave, etc.

WT5. During the last 7 days were there any days when (*name*) worked extra hours in his/her main job, paid or unpaid?

The question is also part of the sequence to estimate hours actually worked. It is included to ensure respondents consider any hours in addition to normal worked during the previous week when estimating hours actually worked.

The extra hours could be for any reason including voluntary or involuntary overtime. It includes extra hours worked whether paid or unpaid.

The reference point is hours usually worked as declared in previous questions.

WT6. For the last 7 days, how many extra hours was this?

This question is part of the sequence to estimate hours actually worked. It is included to ensure respondents consider any hours in addition to normal worked during the reference week when estimating hours actually worked.

The extra hours could be for any reason including voluntary or involuntary overtime.

The reference point is hours usually worked as declared in previous questions.

WT7.How many hours did (*name*) work in total in his/her main job last week?

This question is used to produce estimates of working time. It is useful in assessing differences between usual and actual working hours.

Hours actually worked refers to the time spent in a job for the performance of activities that contribute to the production of goods or services during the reference week. It includes direct hours carrying out the tasks and duties of the job, regardless of the location where they are performed; related hours spent maintaining or facilitating the work; down time due to interruptions of a technical, material or economic nature; and resting time spent for short periods according to established norms or national circumstances.

If the respondent cannot provide a total number of hours actually worked, assist with recall by asking about hours worked per day and days worked in reference week.

WT7a. Check if MJ1=2.

1. Yes, MJ1=2 ⤳ WT8

2. No, MJ1=1⤳ WT14
This is a check question. The question checks whether the respondent has more than one job.
If the respondent has more than one job, continue with WT8; otherwise skip to WT14.

WT8. How many hours does (*name*) usually work per week in his/her second job?

The purpose of the question is to produce estimates of working time. The question works as a reference for the measurement of time related underemployment.
Hours usually worked per week refer to the typical value (mode) of the hours actually worked per week assessed over a longer reference period than the reference week, as self-declared by the respondent. Round off to the nearest hour.
If the respondent reports variable hours encourage them to estimate the average over the last 4 weeks.

WT9. During the last 7 days, is that the number of hours (*name*) worked in (his/her) second job?

The purpose of this question is to identify whether hours worked in the reference week are more or less than those usually worked. People who say their actual hours are the same as their usual hours will not need to be asked an additional question about actual hours.
Record as declared by the respondent.

WT10.How many hours did (*name*) work in the last 7 days in his/her second job?

The question is used to produce estimates of working time. It assists in assessing differences between usual and actual working hours.
Round off your answer to the nearest hour.
If the respondent cannot provide a total number of hours actually worked in the second job, assist with recall by asking about hours worked per day and days worked in the second job in the reference week.

WT11. How many hours does (*name*) usually work per week in his/her other job(s)?

The question is used to produce estimates of working time in second jobs and all other jobs. It is also used as a reference for the measurement of time related underemployment.
This question is optional; it is to be included where estimates of total working time in all jobs are needed. It is to be reported for all other jobs in total.
Hours usually worked per week refer to the typical value (mode) of the hours actually worked per week assessed over a longer reference period than the reference week, as self-declared by the respondent.

WT12. During the last 7 days, is that the number of hours (*name*) worked in his/her other job(s)?

Purpose of the question is to identify whether hours worked in the reference week are more/less than usual. People who say their actual hours are the same as their usual hours will not need to be asked an additional question about actual hours.
Record as declared by the respondent.

WT13. How many hours did (*name*) work in the last 7 days in his/her other job(s)?

The question is used to produce estimates of working time. It is also useful in assessing differences between usual and actual working hours.
Hours actually worked refers to the time spent in a job for the performance of activities that contribute to the production of goods or services during the reference week. It includes direct

hours carrying out the tasks and duties of the job, regardless of the location where they are performed; related hours spent maintaining or facilitating the work; down time due to interruptions of a technical, material or economic nature; and resting time spent for short periods according to established norms or national circumstances.

Record for all other jobs in total

If the respondent cannot provide a total number of hours actually worked, assist with recall by asking about hours worked per day and days worked in previous week.

WT13a. INTERVIEWER:
FOR RESPONDENTS WITH MORE THAN ONE JOB NOW CALCULATE TWO TOTALS:

1. TOTAL HOURS USUALLY WORKED IN ALL JOBS

2. TOTAL HOURS ACTUALLY WORKED IN ALL JOBS

CONFIRM THESE TOTALS WITH THE RESPONDENT. IF THE RESPONDENT CONFIRMS THE TOTALS ENTER THEM BELOW. IF THE RESPONDENT DOES NOT AGREE WITH THE TOTALS, ASK THEM FOR THE CORRECT TOTALS AND ENTER THEM BELOW. THEN CONTINUE WITH QUESTION WT14

The purpose of this question is to confirm the total hours usually and actually worked in all jobs. It is also used to provide a reference point for the measurement of time related underemployment.

The interviewer should sum up total hours usually (1) and actually (2) worked across all jobs previously recorded.

The totals should be confirmed with the respondent. If the respondent does not confirm the totals please ask for the correct totals and record those.

Some international experiences have highlighted that summing hours worked across jobs may not lead to reliable estimates of total hours worked among respondents with multiple jobs, making this check necessary to ensure data quality.

In addition, for hours usually worked, the total hours usually worked may not be equal to the sum of hours usually worked per week in each job. This is particularly the case of persons who perform different jobs on different weeks of the month. In such cases, interviewers should request respondents to provide an estimate of the hours typically worked in a given week, taking into account their multiple jobs.

WT14.During the last 30 days, did (*name*) look for additional or other paid work?

The question is used to identify people who actively searched for other work even if the person is currently in employment.

It refers to search for an additional job to the current one(s) or search for a new job to replace the current one. The search can be within the current economic unit or in a different economic unit.

Interviewers should use the specific dates which cover the 4 weeks before the interview within the question.

Any active measure to seek employment should be included as 'YES'. See guidelines for questions on job search for further guidance.

WT15.Would (*name*) want to work more hours per week than usually worked, provided the extra hours are paid?

This question is part of the sequence of questions required to identify people in time-related underemployment. These are people who want to work more hours and are available to do so and worked below an established hours' threshold in all of their jobs.
The question is part of the computation of measures of labour underutilization.
It refers to desire to work more hours than usually worked provided that these are remunerated. This may be in any of the current job(s) or in a different job.
Answers should be recorded with regard to the usual working hours in all jobs regardless of the hours actually worked in the reference week.
Respondent's whose usual hours worked in all jobs were higher than this threshold could skip this question and proceed to the question on desire to change job/business.

WT16. Could (*name*) start working more hours within the next two weeks?

This question is another part of the sequence of questions required to identify people in time-related underemployment and also part of the computation of measures of labour underutilization.
It refers to time availability with respect to the usual situation (not just the situation before the week). The reference period for availability is two weeks from the date of the interview.

WT17. How many additional hours per week could (*name*) work?

This question is used to estimate the volume of time-related underemployment.
The additional hours should be reported based on usual hours worked in all jobs.
This refers to the respondent's preferred working situation (not the maximum number they could feasibly work).

WT18.Does (*name*) want to change his/her current employment situation?

The purpose of this question is to identify people who wish to change current employment situation. This will help to identify persons in inadequate employment situations.
Answers are to be recorded as declared by the respondent.
The intention is to capture that the person is not satisfied with their current working arrangement. This should not be constrained by whether such a change is possible.
This refers to their employment situation and not just their main job if the respondent holds multiple jobs. For example, the respondent may wish to change from having two part-time jobs to one full-time job. This should be recorded as code 1 'YES' here.

WT19.What is the main reason why (*name*) wants to change his/her employment situation?

The purpose of this question is to identify the reason that the respondent wishes to change their employment situation.
This refers to their overall employment situation, not just the main job.

4.12 Work related income for paid employees

The following questions (**IP1, IP2, IP3**) apply only to persons such as paid employees, paid interns and paid apprentices.

READ: Now I am going to ask you some questions for persons in paid employment, paid internship and paid apprentices.

IP1. How often does *(name)* **receive earnings in his/her main job?**

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

IP2. Does *(name)* usually receive any tips or commission?

IP3. What is *(name)***'s annual/monthly/every two weeks/weekly/daily/hourly earnings before deductions**

The earnings in this question refers to income due to the person before deductions are effected, i.e. It includes all direct wages, gross salaries, pay for overtime, pay for shift work, commissions, tips, cash allowances, regular cash bonuses, gratuities, remuneration for time not worked (such as during sick leave or paid annual leave) and payment 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. Examples of such items/facilities/services include free food and accommodation given to domestic workers, free or subsidized housing or a vehicle for their personal use. This could also be in the form of free clothing or any other goods and services.

4.13 Work related income for employers and own account workers

The following questions (**IE1** and **IE2**) apply to only persons who are employers and own account workers.

It is preferably for the questions in this section to be asked to the individual respondents not to any household member.

IE1. (Name), what is the easiest way for you to tell us your earnings after expenses? Would it be…………..?
Read out all the responses given i.e. annually, monthly, weekly etc

IE2. What is (*name*)'s earnings after expenses?
Record the total amount from different earnings in the given space.

4.14 Own-use production of foodstuff from agriculture or fishing

This module is used to identify own use production of foodstuff through farming or fishing among respondents who were identified as employed. It first identifies if the respondent was engaged in any of the types of activities covered. For those who were, it collects information on the main products and hours worked in the reference week.

This module is essential for countries wishing to produce a comprehensive measure of own use production of goods, in particular foodstuff from agriculture or fishing, in addition to employment and unemployment estimates typically produced from the LFS.

The module is meant to be used together with the **Agricultural work and market orientation module,** for a complete identification of own-use producers of foodstuff among the working age population, irrespective of their labour force status. Additionally, inclusion of **Own-use production of other goods module** (together with this module and the Agricultural work and market orientation module) will enable a complete identification of own-use producers of goods among the working age population.

OPF1.In addition to what you've already told me, in the last 7 days, did (*name*), do any of the following activities to produce food mainly for consumption by your household or family...?

READ AND MARK ALL THAT APPLY

A. Plant, maintain or harvest any crops, vegetables or fruits
B. Raise or tend farm animals such as [sheep, goats, chicken…]
C. Go fishing or hunting

The purpose of this question is to identify own-use producers of foodstuff from farming or fishing activities.

It refers to activities falling under Divisions 01 and 03 (Agriculture and fishing, respectively) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). Any work done for at least one hour in these activities during the reference week should be included.

The question requires careful translation to the national language(s). It is not recommended to use the terms "agriculture, forestry and fishing" directly in the response categories. Accumulated evidence indicates that respondents tend to associate the term "agriculture" predominantly with crop farming, but not with animal husbandry.

Inclusion of response option c. will depend on its relevance in the national context. In countries where aquaculture is prevalent, additional colloquial terms referring to "fish farming" may need to be included.

Only activities to produce foodstuff mainly for use or consumption of the respondent's household or family should be reported.

Raising or tending of animals does not refer to domestic pets, only cover animals where the animal or its bi-products (eggs, milk etc) are for consumption by the family

National translation of the question should make reference to "consumption by the household or family". Replacement with the expression "for use by the household or family" has been observed to cause misinterpretation as including 'use for sale'.

This does not include work done when hired by someone else.

OPF2. What are the main food products that (*name*) was working on for consumption by your household? (for example: chicken, cassava, rice, wild mushrooms…)
For example: [citrus fruits, vegetables, freshwater fish, cattle, chicken, rice

This question will allow an analysis of the main types of goods from agriculture and/or fishing being produced by persons engaged in this work.

It also enables the data coder to find the appropriate ISIC Rev.4 Code to be recorded in the next question.

If needed, give examples to assist the respondent. List examples typical of the local area or region (e.g: citrus fruits, vegetables, freshwater fish, cattle, chicken, taro, rice).

If the respondent reports multiple products ask them to indicate which ones were the main ones (this could be based on quantity, value, amount of time spent but mainly the respondent should be asked to identify this without further guidance if possible).

Record enough information about the main goods or products produced to enable coding at 4 Digits level of the classification, i.e. avoid generic terms like 'crops'.

OPF2a. *ISIC CODE*

Appropriate ISIC Rev.4 code from the description given above should be recorded here.

OPF3. During the last 7 days, on how many days did (*name*) do this work?

This question allows the calculation of hours actually worked in the previous week/7 days by collecting first the number of days worked and then the average number of hours per day.

It is used to produce estimates of working time in own-use production of goods

Respondents should report any day during the reference period when they carried out the activity even for a short period of time.

Any activity in this case refers to time spent directly on and in relation to agricultural or fishing activities by the respondent to produce goods intended mainly for own final consumption by the household. Exclude time spent in activities intended to produce goods mainly for sale or barter.

OPF4.How many hours per day did (*name*) spend doing this last week?

The purpose of this question is to produce estimates of working time in own-use production of goods. It produces estimates of the contribution of own-use production work to SNA labour input.

The number to be entered is the average number per day that the respondent actually worked on. For example, if the respondent reported working on 3 days and on those days they worked 1 hour, 3 hours and 5 hours then the average per day worked is 3 hours and that should be recorded here.

Hours actually worked refers to time spent directly on and in relation to farm work activities by the respondent to produce goods intended mainly for own final consumption by the household or family. Exclude time spent in activities intended mainly for sale or barter.

Round off to the nearest hour.

If needed, help the respondent by getting them to talk about how much time they spent on each of the days they worked as reported for the previous question.

Exclude time spent travelling between the home and the land plot, lake, sea, etc. for example, at the start and end of the work day, as well as time spent on long breaks, for example, meal breaks.

4.15 Job search and availability

This module is asked of all respondents not identified as employed in the reference week. The purpose of the module is to identify different situations of labour underutilization including unemployment and people in the potential labour force as defined in Resolution I of the 19th ICLS. In addition to the core questions on search, desire and availability for work the sequence includes questions on reasons for not seeking and non-availability for work to enable a wider range of barriers to labour market engagement.

This module is a core part of any labour force survey sequence as it is the source of the unemployment rate and other labour underutilization indicators.

JS1. During the last 30 days, did (*name*) do anything to find a paid job?

This question aims at identifying people who were actively searching for employment. It is part of the sequence of questions required to identify the unemployed and the potential labour force. Interviewers should use the specific dates which cover the 4 weeks before the interview.

Any activity to seek a paid job should be recorded as 'YES', even if the amount of activity was low or if the job sought was a casual job for only few hours a week.

JS2. Or did (*name*) try to start a business?

This question is part of the sequence of questions required to identify the unemployed and the potential labour force. It serves to identify people who were actively searching for employment. Any activity to try to start a business should be recorded, even if the amount of activity was low. Typical activities to start a business would include applying for loans, looking for land, buildings or equipment or applying for a licence to start a business.

This refers to the activities which take place up to the point where the business is operational and ready to take customers or produce goods or services. Looking for clients once the business is operational is considered as part of the work in the business and part of the working time.

JS3. What did (*name*) mainly do in the last 30 days to (find a paid job/start a business)?

The purpose of this question is to confirm that an active search method was used to find a job or to start a business.

The main job search activity used should be recorded in case the respondent reports multiple job search methods.

The same reference period of a 4weeks should be used as was used for the first job search question.

JS4. In addition to reading job advertisements did (*name*) do anything else in the last four weeks to (find a paid job/start a business)?

The purpose of this question is to assess additional job search methods used by those reporting a passive method as the main job search method.

Studying/reading job advertisements may be considered as a passive job search method as it does not entail a contact with a prospective job/business opportunity. As a consequence those who only read job advertisements could be excluded from labour underutilization measures. This question ensures that those who report studying/reading job advertisements as their main method of job search can still be identified as having undertaken active job search.

The question is only asked to those who reported reading or studying advertisements as their main activity to search for a job or start a business.

JS5. What else did (*name*) do?

The purpose of the question is to confirm that those whose main search activity was studying/reading a job advertisement had used an additional active search method to find a job or to start a business.

The same reference period of 4 weeks should be used as was used for the previous job search question.

JS6. For how long has (*name*) been without work and trying to find a paid job or start a business?

The purpose of the question is to identify the duration of unemployment for people who are currently unemployed and also to identify persons in long-term unemployment.

The respondent should indicate the duration and the interviewer should code the response to the response categories.

The duration will be the shorter of the time since the respondent last worked and the time the person has been seeking work. For example, if the respondent has been looking for work for 6 months but did some work for pay 3 months ago then the duration would be 3 months.

JS7. At any time in the last 12 months, that is since [DATE OF INTERVIEW 2018] did (*name*) look for a paid job or try to start a business?

For respondents who are not currently seeking work this identifies people who have looked for work at some time in the past 12 months. This can be compared to the current unemployment situation to assess if this gives additional information about pressure on the labour market.

The question is only asked of respondents not currently employed and not currently seeking work as captured in earlier questions.

Any activity over the previous 12 months should be recorded as a 'YES'.

JS8.At present does (*name*) want to work?

The purpose of the question is to identify respondents who would want to work if the work was available. It is part of the sequence of questions required to identify the potential labour force. This is only asked of people who are not looking for work currently. The focus of the question should be on the person's desire for work and not on the type of work or how the work would be found.

The response should be a spontaneous indication of the respondent and the interviewer should not guide the respondent about the type of work or level of pay which would be involved.

JS9. What is the main reason why (*name*) did not try to find a paid job or start a business in the last 30 days?

The purpose of the question is to identify the reasons for not seeking work. This will include discouraged workers who are not looking for work as they do not believe it is available. This allows an assessment of the barriers to engagement with the labour market.

It is also part of the sequence to identify future starters who have found a job to start in the future who may be considered unemployed subject to other criteria.

If the respondent mentions multiple reasons, one of which is category 3 (**waiting to start a new job or business**), record '3'.Otherwise, if multiple reasons are indicated the main reason, as subjectively reported by the respondent, should be recorded.

JS10. How soon does (*name*) expect to start working in this new job or business?

The question seeks to identify respondents who have found a job to start within a short subsequent period or who have concrete plans to start a business within a short subsequent period.

Those starting within a short subsequent period to be determined as per national circumstances will be considered unemployed if they are available for work as identified in later questions. The duration is defined as from the date of interview.

JS11.If a job or business opportunity had been available, could (*name*) have started working last 7 days?

The purpose is to identify respondents who are available for work whether or not they were looking for work. It is part of the sequence of questions required to identify the unemployed and the potential labour force.

The focus of this question is on the respondent's time availability to start work in a short period (the week before the interview) should a job or business opportunity existed. The respondent should not be required to consider any specific type of job or pay. He or she should reply in reference to their time availability and not on the basis of the characteristics of the job or business.

JS12. Or, could (*name*) start working within the next 14 days?

The purpose of the question is to identify respondents who are available for work whether or not they were looking for work. It is also part of the sequence of questions required to identify the unemployed and the potential labour force.
For respondents who were not available in the previous week (i.e. they said 'NO' to the previous question) they are asked if they would be available in the two weeks following the interview.
The focus of this question is on the respondent's time availability to start work in a short subsequent period should a job or business opportunity existed. The respondent should not be required to consider any type of job or pay. He or she should reply in reference to their time availability and not on the basis of the characteristics of the job or business.

JS13. Why is (*name)* unable to start working within the next 14 days?

The question allows for the analysis of reasons for unavailability for work. The different reasons can indicate different levels of attachment to the labour market.
This is asked to/of people who are not employed and not available to work, whether they are seeking or not.

J14. Which of the following best describes what (*name*) is mainly doing at present?

This question is for evaluation purposes, to classify those who are not employed according to their main activity. It may be compared with the Labour Force Status classification to identify groups who self-identify differently but are nonetheless engaged in the labour market (as identified in the labour force status classification).
The list of categories could be added to depending on national interest and relevance of categories. Care is needed to keep the list at a reasonable length as it will be read out to the respondent.
This is a self-perception question. It should reflect which category the respondent feels best describes what they mainly do. It could be the activity they spend most time on or the activity they feel is most important but should in general be reported as their self-perception.
The notion of "at present" is to be interpreted as understood by the respondent. There is no pre-defined reference period in the past.

4.16: Own use production of other goods

This module is asked to/of all respondents of working age. The purpose of the module is to identify those engaged in own use production of goods other than farming or fishing, which have already been covered in earlier modules. For those respondents who participated in any of the activities covered there are additional questions on time spent in the previous week.

This module is **optional** and should be used in contexts where comprehensive measures of participation and time spent in own use production of goods is sought. Countries may wish to include this module periodically to obtain benchmarks, depending on national demand. Countries should review the set of activities included and remove those of low national relevance. Other activities could be added subject to appropriate development and testing processes.

OUP1.During the last 7 days, did (*name*) gather food such as [mushrooms, berries, herbs...]?

The purpose of the question is to generate estimates of participation in own use production of goods by type of activity. It refers to activities falling under ISIC rev4. Class 0230 "gathering of non-wood forest products" when intended for own final consumption by the household or family. This includes gathering wild fruits, nuts, Mopani worms (madora), harurwa, mushrooms, roots and medicinal and other plants intended mainly as foodstuff for the household.

Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.

It excludes harvesting activities of crops, fruits or vegetables the respondents household or family cultivated themselves.

It excludes cases where the respondent had to pay someone else for the foodstuff gathered (for example gathering apples in another person's orchard and then paying for the apples).

This only includes activities where the foodstuff collected was mainly or fully kept for household or family use.

OUP2.How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.

Round to the nearest hour as needed.

If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

OUP3. During the last 7 days, did (*name*) go hunting for [bush meat...]?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.

It refers to activities falling under ISIC rev4. Class 0170 "hunting, trapping and related service activities" when intended for own final consumption or use by the household or family. This includes hunting and trapping animals mainly to obtain meat, hair, skin, bone or other products

Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.

This only includes activities where the products are mainly or fully intended for household or family use.

OUP4.How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.

Round to the nearest hour as needed.

If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

OUP5. During the last 7 days, did (*name*) prepare preserved food or drinks for storage such as [flour, dried fish, butter, cheese...]?

The purpose of the question is to generate estimates of participation in own use production of goods by type of activity.

The list of foodstuff covered should be reviewed to include nationally representative examples.

Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.

It includes activities such as processing and preserving meat and fish products (e.g. curing, smoking, drying, salting); making dairy products such as butter, cream, cheese etc.; processing and preserving fruits and vegetables (e.g. pickling, salting, roasting, grinding, oil pressing, jam- and jelly-making, canning); processing grains (e.g. husking, drying, threshing); making flour, grain mill products, starches and starch products; brewing, fermenting and preparing drinks for storage.

It excludes preparation of foodstuff/meals and beverages intended for immediate consumption or consumption in a short period after their preparation (e.g. meals which are prepared then frozen to be consumed later).

This only includes activities where the foodstuff prepared was mainly or fully kept for household or family use.

OUP6. How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.

Round to the nearest hour as needed.

If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

OUP7. During the last 7 days, did (*name*) do any construction work to build, renovate or extend your family home or help without pay a family member with similar work?

The purpose of the question is to generate estimates of participation in own use production of goods by type of activity.

Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.

It includes activities performed in relation the construction and major repair of the household dwellings and other structures such as building animal sheds, roof, walls, and fences, storage facilities for produce, garage; demolition or wrecking of building structures. It also includes activities to acquire inputs and materials for construction or major repair, including collecting wood, palm leaf, bamboo, stone, making bricks for use in repairs or construction of own property etc. except where those inputs and materials are purchased.

It excludes more minor maintenance activities such as painting, decorating or maintaining the home, doing minor repairs, installing fixtures and fittings such as lights, bathroom fittings etc.

OUP8. How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.
Round to the nearest hour as needed. If less than one hour record '00'
If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

OUP9. During the last 7 days, did (*name*) spend any time making goods for use by your household or family such as [mats, baskets, furniture, clothing,..]?

The purpose of the question is to generate estimates of participation in own use production of goods by type of activity.
The list of examples should be updated to reflect nationally representative activities.
Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.
It includes activities to produce household goods, excluding foodstuff, such as pottery, furniture (e.g. cutting, carving, sanding, varnishing, painting, assembling wood products), clothing and other textiles (e.g. weaving, spinning, sewing, leather work, embroidery, needlework, knitting, etc); making shoes, footwear, handbags, carpets, baskets, mats, paper, paper products, soap, perfume, candles, utensils and other crafts.
This only includes activities where the goods produced were mainly or fully kept for household or family use.

OUP10. How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.
Round to the nearest hour as needed.
If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

OUP11. During the last 7 days, did (*name*) fetch water from natural or public sources for use by your household or family?

The purpose of the question is to generate estimates of participation in own use production of goods by type of activity.
Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.
It includes activities to fetch water from natural or public sources when intended mainly for final use by the household. This includes drawing water from wells, rivers, ponds or lakes for domestic use; or fetching water from public distribution centres including pipes.
It excludes purchase and transport of water from shops and transport of water from different areas within the household compound, such as a private patio.

OUP12. How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.

Round to the nearest hour as needed.

If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

OUP13. During the last 7 days, did (*name*) collect firewood or other natural products for use as fuel by your household or family?

The purpose of the question is to generate estimates of participation in own use production of goods by type of activity.

Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.

It includes activities to cutting, collecting and transporting firewood, dung, peat or other fuel products on foot or using hand or animal carts when <u>intended mainly</u> for final use by the household.

It excludes activities to purchase products for use as fuels and transportation of purchased products.

This only includes activities where the products/fuel gathered was mainly or fully kept for household or family use.

OUP14. How many hours did (*name*) spend doing this in the last 7 days?

The question is used to generate estimates of hours spent in own use production of goods by type of activity.

Round to the nearest hour as needed.

If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the previous week, one at a time.

4.17: Retrenchment

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

RT1.Has (*name*) ever been retrenched since June 2014?

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

RT2. In which year was (*name*) last retrenched?

For a person retrenched more than once record year of last retrenchment.
Record retrenchments up to the end of May 2019.

RT3. What kind of economic activity was (*name's*) last employer engaged in prior retrenchment?

RT3a. *ISIC CODE*

See MJ6 or SJ4.

4.18: Social security

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

SS1. Is (*name*) receiving a pension or any other social security benefit?

The purpose of this question is to calculate the number of persons who are receiving a pension or any other form of social security benefit as explained in the paragraph above.

SS2. What was the amount of (*name's*) last monthly pension/ any other social security benefit?

Record the amount given by the respondent, the actual value should be in RTGS Dollars. If given in currency other than RTGS dollar ask the respondent to convert into local currency. In cases where children are benefiting from same pension/benefit record the amount on first child. If the children are aware of their shares of the pension record as per child. Note that cash transfers must not be included.
NB: The formulae for the calculation of monthly pension benefits given by NSSA is that 50% of the pension goes to the surviving spouse while the other 50% is shared among the children. However for the purposes of the 2019 LFCLS interviewers can record the full amount on the

surviving spouse unless the chief respondent is fully knowledgeable about the amounts received by each beneficiary.

SS3. What is the source of funds?

This is a multiple response question that seeks to identify the source of the funds for those respondents who indicated that they are some receiving social security funds.

SS4. Is (*name*) currently a member/ beneficiary of any medical insurance scheme?

The purpose of this question is to identify respondents that are beneficiaries of any medical insurance scheme.
Health insurance is insurance against the risk of incurring medical expenses among individuals. The survey seeks information on whether respondents are beneficiaries of any medical aid scheme.
Examples of medical insurance schemes are CIMAS, PSMAS, RAILMED, CELLMED.

4.19: Work related safety

The 2019 LFCLS solicits information on the perceived health and safety of workers in relation to their working environment. It is envisaged that NSSA and other stakeholders will use the information to evaluate existing initiatives and plan for improved health and safety measures at work places as well as related benefits for the workers injured or taken ill due to working environment.
This section focuses on the work related safety questions for the working population of age 5 years and above.

WR1. Is (*name*) exposed to any of the following at work?
      a. **Dust, fumes,**
      b. **Fire, gas, flames**
      c. **Loud noise or vibration**
      d. **Extreme cold or heat**
      e. **Dangerous tools and (knives etc)**
      f. **Work underground**
      g. **Work at heights**
      h. **Work in water/lake/pond/river**
      i. **Workplace too dark or confined**
      j. **Insufficient ventilation**
      k. **Chemicals (pesticides, glues, etc.)**
      l. **Explosives**
      m. **Machinery and equipment**
      n. **Other thing, processes or conditions bad for health or safety (specify)**

The purpose of the question is to identify respondents' exposure to detrimental working environments.
 Interviewers should read each option and record 1 for Yes or 2 for No for all options. Note that each work place has its peculiar working environment and dangers surrounding that environment must be treated as such but this has to be coming from the respondent. Multiple responses are allowed in this question.

WR2. Has (*name*) been injured at the work place or suffered a work-related illness during the past 12 months?

This question seeks to identify respondents who got injured at the work place or suffered work-related injuries over a long reference period (12 months).

WR3. What was/were the nature of (*name's*) illness/injury?

This is a follow up question to WR2 which seeks to identify the nature of the injury or illness suffered. Multiple responses given by the respondent are allowed. Other category includes such things as stress.

WR4. To what feature of (*name's*) working environment was the accident/ illness/injury related?

The purpose of the question is identifying the feature of the respondent's working environment which relates to the most recent accident/injury/illness suffered by the respondent.

THE RESPONSES CATEGORIES ARE:

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

WR5. What economic activity was (*name/establishment*) engaged in when the accident happened or which (*name*) suffered illness in the last 12 months?

Responses are:
1. Agricultural, Hunting, Forestry & Fishing
2. Mining & Quarrying
3. Manufacturing
4. Electricity, Gas & Water Supply
5. Construction
6. Wholesale & Retail Trade, Restaurants and Hotels

7. Other (specify)………….

4.20: Child questions for 5-17 years

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

CL1. Has (*name*) ever changed household(s) in the last 12 months?

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

CL2. Why did (*name*) change households?

The question seeks to establish the reason why the respondent changed households. Refer to the last movement. Circle the appropriate response.

CL3. What does (*name*) do during his/her spare time?

TO BE ASKED FOR ALL PERSONS 5-17 YEARS. MORE THAN ONE ANSWER IS ACCEPTABLE.

RESPONSES ARE AS FOLLOWS:

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

Playing with friends/sisters/brothers: includes playing snooker, chess/ nhodo, telling folk tales, swimming, etc.
Reading: probe in order to exclude those reading for school work/examinations.
Social networking: include Internet, WhatsApp, facebook, twitter, telephoning, etc.

If "Yes" in EM1, EM2 or EM3, ask CL4 to CL10

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

CL4. What is the main reason why (*name)* is working?

The question intends to establish the main reason why the child is engaged in work activities.

Responses categories are:

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

CL5. How often is (*name)* paid?

Circle the correct response:

1. Piece rate   2. Hourly
3. Weekly   4. Monthly
5. Not paid (skip to Q76)   96. Other (specify)

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

CL6. What does (*name*) usually do with his/her earnings?

Responses are:
1. Give parents/guardian all through employer
2. Give parents/guardian all by him/herself
3. Give parents/guardian part through employer
4. Give parents/guardian part by him/herself
5. Spent all by self.
6. Employer/guardian pays all/part as school fees
96. Other(specify)

CL7. How (*name's*) earnings are mainly spent?

 The purpose of this question is to establish how working children mostly spent their income on. It only asked to those who would have indicated that they are the ones who usually spent all of their incomes by themselves in the previous question.
Responses are:

1. Household responsibilities
2. Personal necessities
3. Luxury goods/services
96. Other (specify)
Household responsibilities include payment of school fees, purchase of food and other purchases which are incidental to the running of household.

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

CL8. At what age did (*name*) start to work for the <u>first time</u>?

Record age for the earliest activity. Enter age in completed years e.g. a child who started working at the age of six, record as follows: ⌊ 0 ⌊ 6 ⌋

Age is an important variable as activity rates are calculated using it. Be careful not to round up ages to the next birthday e.g. the age of a child who started work at age four years and eleven months should be recorded as ⌊ 0 ⌊ 4 ⌋ and **not** as ⌊ 0⌊ 5⌋

If the respondent does not remember the age at which s/he started work it might be possible to relate the age they started to work to that of someone else in the household or nearby household whose age is reliably known. If probing does not help, you may have to estimate the age as a last resort when other efforts have failed. Record ⌊8 ⌊8⌋ for children who cannot answer the question for themselves. Minimise code ⌊8 ⌊ 8⌋ by probing thoroughly.

CL9. During which time of the day does (*name*) usually work?

More than one answer is acceptable

A. Morning (5-11 am)
B. Afternoon (12-7pm)
C. Evening/Night (8pm-4am)

CL10. For how many hours does (*name*) usually work per day?

Record total hours worked per day in the column provided. You should record the response to the nearest hour, e.g. round off 7.5 hours to 8 hours and record as ⌊0 ⌊8 ⌋Record ⌊8⌊ **8**⌋ for children who cannot answer the question for themselves.

HOUSEHOLD CHARACTERISTICS MODULE

HC1A. What is (name's) religion (*name of the head of the household from BC3*)?

Record the code corresponding to the answer given. Make sure to get the religion of the household head.

HC3. How many rooms do members of this household usually use for sleeping?

This information provides a measure of how crowded the house is, and reflects the socio-economic condition of the household. A room in this case refers to a special area with a permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called 'bedrooms', but rather how many rooms get used for sleeping on a regular basis, by the household members. Exclude rooms that are used only for sleeping by visitors to the household, but include those rooms that may not be regular 'bedrooms' but may be regularly used by one or more of the household members for sleeping. For example, if a household member regularly sleeps in the kitchen, it should be counted as a 'room used for sleeping'.

Record the number of rooms in this household that are used for sleeping.

HC4. *Main material of the dwelling floor. Record Observation.*

We are interested in what is the main material covering the floor, not what is underneath.Record the correct code for the main material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

HC5. *Main material of the roof. Record Observation*

We are interested in what is the main material covering the roof, not what is underneath. Record the correct code for the main material of the dwelling roof, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof space).

Note: The 'roof' is what is at the top of the building on the outside, regardless of the number of floors, and whether or not all floors are occupied by the selected household.

HC6. *Main material of the exterior walls. Record Observation*

We are interested in what is the main material covering the exterior walls, not what is underneath. Record the correct code for the main material of the dwelling walls, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

HC7. Does your household have:

Read out each item and record the code corresponding to the answer given.. If the respondent reports that the household item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, record '1' for 'Yes'. Otherwise, record '2' for 'No'.

Ask the question for the following items: **Fixed telephone line, Radio, and so on.**

HC8. Does your household have electricity?

Record the code corresponding to the answer given. Be sure to record '1' for households that the electricity is provided through interconnected grid. If the electricity is provided through an off-grid system like generator or an isolated stand-alone systems record '2'.*Note that Electricity refers to electric power that includes main grid (ZESA) or other locally generated electricity such as in Chisumbanje area*

HC9. Does your household have:

Read out each item and record the code corresponding to the answer given after each item. If the respondent reports that the household item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, record '1' for 'Yes'. Otherwise, record '2' for 'No'. Be sure to record either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: **Television, Refrigerator, and so on.**

HC10. Does any member of your household own:

This question collects information on the ownership of various items owned by any of the household members. Read out each item and record the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, record '1' for 'Yes'. Otherwise, record '2' for 'No'. Be sure to record either a '1' or a '2' for each item. Do not leave any blank. Bicycles for children (used as a toy) should not be considered.

Ask the question for the following items: **Wristwatch, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/Truck/Van, Boat with motor, and so on.**

HC11. Does any member of your household have a computer or a tablet?

A computer refers to a desktop, a laptop computer, or a tablet computer. It does NOT include equipment with some embedded computing abilities such as mobile cellular phones, personal digital assistants (PDAs) or TV sets.

HC12. Does any member of your household have a mobile telephone?

Record the corresponding number based upon the respondent's answer.

HC13. Does your household have access to internet at home?

Record the corresponding number based upon the respondent's answer. Access to internet refers to the internet access at home, not at office or somewhere else. Every member of the household should have access to internet at home, even if the internet is received from a mobile phone.

HC14. Do you or someone living in this household own this dwelling?

Note that the question pertains to the situation at the time of interview.

- If the respondent or anyone else living in the household owns the dwelling, record '1' and continue with the next question.
- If the answer is 'No' then ask, "**Do you rent this dwelling from someone not living in this household?"** If the dwelling is rented, record '2'.
- If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, record '6'; probe if the dwelling is not owned or rented by a household member, and record the response .

HC15. Does any member of this household own any land that can be used for agriculture?

Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), for raising animals, and/or for grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. Record the code corresponding to the response given. If 'No', you will be skipped to HC17.

Note that the land in question may be far away, even in another country. Accept such answers as "Yes".

HC16. How many hectares of agricultural land do members of this household own?

Record the total number of hectares of land owned by all members of the household that can be used for agriculture.

- If 95 or more hectares are owned, record '95'.
- If less than one hectare, record '00'.

If unknown, record '98'.If the respondent gives you two or more pieces of land with different unit measurements, i.e. acres and hectares, convert the areas given as follows and record the answer in one unit.

- From acres to hectares, multiply the given area by 0.4
- From hectares to acres, divide the given area by 0.4

HC17. Does this household own any livestock, herds, other farm animals or poultry?

Record the code corresponding to the response given. If 'No', you will be skipped to HC18K.

HC18. How many of the following animals does this household have?

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together, and count turkeys and ducks together.

- If the answer is 'none', record '00' for that animal/animal group.

- If the household has 95 or more of any one type of animal/animal group, record '95'.
- If the household owns a particular type of animal/animal group, but the respondent does not know how many, record '98'.
- Do not leave any items blank.

Ask the question for the following animals: **Milk cows or bulls, Other cattle, Horses, donkeys or mules, Goats, Sheep, Chickens, Pigs, and so on.**
NB**the milk cows are cows for the production of milk i.e dairy cows not cows that are milking.
- **A Bull is any male cattle that is at least one year and not castrated**
- **A mule is an offspring of a donkey and a horse, typically sterile and used as a beast of burden.**

HC18K. Does any member of this household have a mobile phone money account, such as ecocash, telecash, onemoney, etc?
These are mobile financial transactions like, paying bills and loans, airtime transfers, transferring money to another person, receiving salary or payments. This will be done through platform like Ecocash, Netcash, telecash, txtacash.and one money.

HC19. Does any member of this household have a bank account?
Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds. Record the code corresponding to the response given.

HOUSEHOLD ENERGY USE MODULE

Information on the type of fuel used for cooking, heating and lighting is collected as another measure of the socio-economic status of the household. The use of some fuels can also have adverse health consequences. Refer to the pictorials described in the document 'WHO Household Energy Use Catalogue' (see http://mics.unicef.org/tools#data-collection).

EU1. In your household, what type of cookstove is <u>mainly</u> used for <u>cooking</u>?
> Ask the main stove being used for cooking at home. Then record the corresponding number based upon the respondent's answer. Only one answer will be recorded which is the main cookstove.

EU2. Does it have a chimney?
> Chimneys are structural additions that ventilate gas and smoke from the cookstove to the outside of the home or cooking area. Chimneys can be made from clay pipes, sheet metal, cast iron, masonry, concrete pipes, bamboo, and many other materials.
>
> Record the number based upon the respondent's answer.

EU3. Does it have a fan?
> Fans aid in more complete combustion of fuel by blowing high velocity, low volume jets of air into the cookstove combustion chamber. Fans can be powered by a battery or thermoelectric device that captures heat from the stove and converts it to electricity.
>
> Record the number based upon the respondent's answer.

EU4. What type of fuel or energy source is used in this cookstove?
> Just record the type of <u>main</u> energy being used by the household. If more than one, record the main energy use for this cookstove.

EU5. Is the cooking usually done in the house, in a separate building, or outdoors?
> Record the code corresponding to the response given. If a response is given other than the pre-coded ones, record '6' and specify on the line provided.
>
> If in main house, probe to determine if cooking is done in a separate room. If outdoors, probe to determine if cooking is done on veranda, covered porch, or open air.

EU6. What does your household <u>mainly</u> use for <u>space heating</u> when needed?
> Some households use a heater especially during cold weather. Space heaters intend to keep warm for living room, some for bedroom and so on. It includes all modern heaters or traditional heaters. In rural areas, some houses may use an open fire to keep them warm. Record the corresponding number based upon the respondent's answer. If there are more than one used in the household, only record the main type of their space heater.

EU7. Does it have a chimney?

Record "Yes" or "No" according to the respondent's answer. If he/she doesn't know, record the code "8".

EU8. What type of fuel and energy source is used in this heater?
Only one answer needs to be recorded.

EU9. At night, what does your household <u>mainly</u> use to light the household?
This question explores the main type of source being used at the household for lighting. Record the corresponding number based upon the respondent's answer.

EU10. CHECK EU4, EU8 and EU9- SOURCE OF FUEL IS WOOD CONTINUE WITH EU11

EU11. Who you usually fetches the wood for your household?
Record the name and line number of the person. If the person who fetches is not a member of the household, record 00.