

CHAPTER 1:INTRODUCTION

BACKGROUND AND PURPOSE

I: INTRODUCTION TO LFS & CLS

The 2000/2001 Integrated Labour Force Survey (ILFS) will be the first comprehensive integrated survey of its kind since independence. The survey constitute the general labour force, child labour and informal sector modules. The survey will be conducted by the National Bureau of Statistics in close collaboration with Ministry of Labour and Youth Development, and it will be financed by DANIDA and ILO. In the current economic situation, the Government of Tanzania lacks adequate data on the social – economic activities of the population. In particular there is no recent data on the status of the labour market because the last labour force survey was undertaken in 1990/91 and with regard to child labour there is no any information available.

The absence of statistical data on economic activities of the population and the magnitude and nature unemployment underemployment and child labour activities, makes it extremely difficulty for the government to formulate appropriate action programmes and allocate the necessary resources for improving the situation and eventually solving the various problems related to working population and children.

The absence of statistical data on child labour has been the lack of an appropriate survey methodology, as well as clear concepts, definitions and classifications of the factors and variables relating to child labour. In the absence of adequate data, therefore many important aspects of the phenomenon still remain unknown including its magnitude, its nature, and determining factors within different countries and globally.

The formulation of the National employment policy of 1997 by the Tanzanian Government which took into account the important role of the private and informal sectors and also introduction of the National employment promotion service Act of 1998 led to the urgent need to conduct the labour force survey in order to get reliable labour market information to back up the policy.

The 2000/2001 labour force and child labour survey will be carried out on a sample basis drawn from 100 Rural Villages and 122 Urban Enumeration Areas. In urban areas 30 or 35 households in each Enumeration Areas will be selected to represent urban population. The sample of 80 households in each village will be selected to represent rural population. In order to capture season variation, 20 households

out of 80 will be interviewed in each village each quarter. The 100 Rural Villages and 122 Eas contribute the National Master Sample (NMS) upon which several surveys carried out by the National Bureau of Statistics of yielding national estimates are based.

Objectives of the LFS;

The broad objectives of the Labour Force Survey is to obtain comprehensive data on the status of the Labour Market prevailing in Tanzania.

More detailed objectives are:

- To provide measures of both current and usual economic activity,
- To obtain a measure of the size of employment in the informal sector,
- To provide measure of unemployment and underemployment,
- To provide measure of cash income from non-agricultural employment of all types.

Objectives of CLS in Tanzania:

The child labour survey will provide base line on the activities of the child population in Tanzania for planning purposes, policy implementation and monitoring and the evaluation of government programmes aimed at improving the status of children.

The survey will:-

- Collect information on the character, nature, size and reasons for child labour in Tanzania, and to determine the conditions of work and their effects on the health, education and normal development of the working child,
- Learn about the characteristics of the sectors where children are working,
- Collect information about the migration status of the children, whether involvement in work has determined the residence for the child/family,
- Create a special data base on activities of children in the country which will be updated as fresh statistical information becomes available through surveys and other administrative records,
- Enhance the capacity of statistical personnel to conduct national surveys on such activities more regularly in the future,
- Produce, present and disseminate to the Government employees and workers organisations, NGOs and the general public, a comprehensive report on child labour in Tanzania giving highlights of the statistical findings and results of the in – depth analysis,

- To intergrate the Tanzania data into ILO's child labour data base so that, Tanzania may be included in a globle trend on child labour.

1.2 CONFIDENTIALITY

Information collected from a household and the individual members of the household is strictly confidential as required by law and is not to be disclosed to any person excerpt those who are involved in the survey. Information from individual households will be combined and proceed households will be combined and processed to make a statistical report used for planning purpose.

1.2.1 SCOPE OF THE SURVEY AND SAMPLE DESIGN

By the scope of the survey we mean whom the survey is meant to cover out of the total population of Tanzania. The scope of the survey is usual residents of private households.

Excluded are usual residents of diplomatic residences, military bases and related sensitive locations (e. g. freedom fighters camps) Usual residents of non – private dwellings such as prisons, hospitals, hotels, qest houses and ships are excluded from the survey.

The base for the sample is thus the total population of private dwellings in the country.

Two separate samples have been produced, one for rural areas and one for urban areas. The division between urban and rural is based on population census data. The rural sample has already been used for Agricultural surveys (AGSASU) and some other surveys A special sample of dwellings will be selected from the one hundred villages used for the Household Budget Surveys. The urban sample has been designed to represent all urban areas of Tanzania and special stratification has been used to ensure high cost and low cost housing are represented.

Overall the sample of private dwellings is quite small (about 1.5%) It is essential that we contact as many as possible of the selected dwellings and obtain full response from these households so that our results will be truly representative.

There are also a set of coverage rules which explain who should be included in each selected dwelling. These are explained in chapter 5 on LFS 1.

1.2.2 SURVEY PROGRAM

The 2000/2001 Labour Force Survey will be spread over a year to ensure that we measure activities during different seasons. The sample for all geographical zones will be divided equally into four quarters. Most interviewing will be at the start of each quarter However we will consciously try to avoid major holiday periods Interviewers will be allocated set workloads of dwellings which they will be given 2 weeks to complete.

1.2.3 THE JOB OF AN INTERVIEWER

The job of an interviewer is a very demanding one. You are a field worker and as such will be required to work in all weather – conditions and often in difficult circumstances. You wish to interview people in their houses and this will mean working unusual hours. Workers often return home late and you will have to interview them at a time convenient to them and often not convenient to yourself. You must

expect to do a considerable amount of walking. Transport will not generally be supplied. Obviously you must be fit and healthy to attempt this job. You will be trained and you must gain a good understanding of the purpose of the survey and the detail of the questionnaires. We rely on you to obtain the detailed information required on the questionnaires. The job however is very rewarding as you are dealing with people, who are generally quite pleasant. You will gain a good understanding of the many problems people are facing and this can help you in your future other work.

Materials required for field operation;

- (1) Identity card
- (2) Introduction letter
- (3) Interview Manual
- (4) List of selected households
- (5) Questionnaires (LFS 1, LFS 2, CLS 1 and CLS 2)
- (6) Bags
- (7) Biro pen
- (8) Boots and rain coat

Summaries of your duties are as follows:

1. List all households in selected areas and assist with sample selection as required.
2. Assist with local publicity including contact with ward officials and ten (10)-cell leaders to ensure they understand the purpose of the survey and will give you the support needed.
3. Locate all sample households assigned to you.
4. Contact a member (preferably the head of the household) of each household assigned to you and explain the purpose of the survey
5. Arrange suitable times to interview all relevant members of the selected households
6. Interview all relevant members of the selected households.
7. Carefully check all complete questionnaires to ensure there are no errors.
8. Keep regular contact with your supervisor who will assist you and also check your work
9. Answer any queries from your supervisor or headquarters staff to ensure maximum data quality.
10. Complete your workload of selected household within the time limit specified and submit them to your supervisor.

Welcome to the survey team!

CHAPTER 2:

2.1 HOUSEHOLD LISTING:

2.1.1 Aim

For the Labour Force Survey a separate sample has been taken for rural and urban areas. In rural areas 100 villages have been selected to represent the rural areas of Tanzania in Urban areas 122 Enumeration areas, EA's, have been selected to represent all urban areas of Tanzania. These villages and EA's have been scientifically selected using population census data and the village and EA boundaries are those used for the 1988 population census. This selection has been done in the National Bureau of statistics in Dar es Salaam we thus have a representative set of areas for the whole country. The next stage is to list all the households within those selected areas. From the list of households we then select a sample of households which we will actually interview.

The listing of household is very important component of the sample selection and must be done thoroughly and accurately.

2.1.2 Definitions:

Household: A household for statistical surveys has a special meaning. It is that group of persons who live and eat together and share common living arrangements. It usually consists of a husband, wife and their children but can also include other persons, relatives and domestic servants provided they live together and eat most meals together.

A household can consist of from one person up to very many people. A single person household exists if that person lives by him/her/self and normally cooks and eats by him/her/self.

A household should not be confused with a family groups. If two families live together e.g. husband, wife and children and married son (relative) and his wife and children, and regularly eat together then they are one household.

A household should also not be confused with a dwelling. A dwelling or house can contain one or more households. Example a large house can have four separate households who cook separately, usually eat separately and rent their rooms in the house individually. Conversely a household could live in more than one dwelling. If the occupants of the separate dwellings regularly eat together then they form one household. This arrangement is more common in some rural areas than in urban areas.

A domestic servant (as mentioned earlier) would only be a member of a household where he/she works, if he/she returns to the his/her own separate dwelling at night where his own family is and /or he also eats separately there, he would not be part of the household where he works.

Special care should be taken with polygamous relationships. Wives can form separate households and the husband should be associated with the wife where he spends the most time.

Head of Household: The head of household should normally simply be the person who the household members recognize as the head of that household. If there are any queries or doubts, use the following for guidance. The head of household should be person who own the household or is responsible for the rent or household. If still in doubt take the oldest couple person. The head of the house can be male or female. He or she may be an income earner or, for example could be an old person who the other residents regard as the head of their household.

2.1.3 Local arrangements:

For both rural and urban areas, it is essential you ensure that all local authorities are fully aware of your purpose and activities before you commence work. You must ensure that village and ward officials are briefed on the Labour Force Survey and the purpose of your listing. When you contact the 10 cell leaders you must also clearly explain to them the purpose of your activities. To assist with this, a pamphlet has been prepared and you will be supplied with copies.

The task of briefing officials is the responsibility of the supervisor. However the interviewer should assist, if required and should always ensure that briefing has been done before he/she starts work.

CHAPTER 3: BROAD STRUCTURE OF QUESTIONNAIRES AND COMMON CONVENTIONS:

3.1 : STRUCTURE OF QUESTIONNAIRES:

A: General

There are two questionnaires for the labor force survey.

They are LFS 1 and LFS 2.

- (a) **LFS1** is a household level questionnaire. There is one LFS1 for each selected household. On it you record your progress with the household, list all the household members and ask them basic demographic questions, and then ask a few household level questions.
- (b) **LFS2** is an individual level questionnaire. There is one LFS2 for each person, 10 years old and over in the coverage of the survey. On LFS 2 you ask detailed questions about a persons activity in the last year and the last week.
- (c) **CLS1** is a Questionnaire which seeks information from parents/guardians on activities of children 5 – 17 years of age.
- (d) **CLS2** is a Questionnaire which seeks information addressed to children 5 – 17 years of age.

See Diagram 3.1

B: LFS 1 Household Questionnaire:

LFS 1 has several distinct sections

Page 1 One page 1 you record the basic identification of the household, (called the indicative) and you keep detail of the progress of the interview in the “INTERVIEW CONTROL SECTION”. You also record the final result of the interview and any problems

Page 3– This the back page of LFS 1 and contains the Household Economic questions, which are asked of the Head of Household.

See Diagram 3.2

L.F.S 2 - INDIVIDUAL QUESTIONNAIRE:

LFS 2 has two distinct sections.

Page 1 and 2 concern Usual Activity.

There is a basic question to identify any usual work at all Q1 and Q2 and Q3 identify which months a person worked or was available for work. Q3 is a major question. Q4 & Q5 record details of usual non economic and economic activity respectively.

See Diagram 3.4

3.2 COMMON QUESTIONNAIRE CONVENTIONS AND PROCEDURES:

There are common conventions, which have been adopted for the questionnaires that you must be aware of, if you are to do your job properly. Type style: The question to be asked is usually in normal type style as are the answers in the chosen form. Any instructions to you, as the interviewer are usually preceded with INT and are in the italic (sloping) style. An example is given below:

INT: WE ARE NOW CHANGING TO CURRENT ACTIVITY. YOU ARE ASKING ABOUT ACTIVITIES IN THE LAST CALENDAR WEEK – MONDAY TO SUNDAY LAST WEEK. EXPLAIN THIS TO THE RESPONDENT.

B: CURRENT ACTIVITY

INT: THIS IS A MAJOR IMPORTANT QUESTION YOU MUST REMIND THE RESPONDENT THE LIST OF WORK ACTIVITIES ON PAGE 1. CHECK THROUGH COMPLETE LIST ON PAGE 1 AGAIN WITH RESPONDENT.

6. Did you do any work of any type for pay, profit, barter or home use ?

YES.....1. GO TO Q7 (b)

NO.....2. CONTINUED TO Q7 (a)

Obviously you never ask the respondents what is written in Italics.

- Recording of answers:- usually a range of answers for each question has been supplied with dotted lines leading to a code. You are to circle the correct code and then enter that code in the code box at the right. An example is given below.

9. Why were you not available for work last week ?

- attending school 1.
- engaged in household duties:-
- unable to hire paid worker 2.
- To take care to those who
- need assistance..... 3.
- relieved from work by spouse 4.
- too old..... 5.
- sick 6.
- disabled 7.
- other (specify).....
- 8.

END OF INTERVIEW

If the code box has more than one square, you are to enter digit in each square when relevant Example below.

5. When working what was the economic activity in which you spend most of your time ?

- Working on your own family or village farm or shamba..... 01.
- Employee in a wage job (paid in cash or kind)
- Government Sector 02.
- Parastatal organisation..... 03.
- Political Party..... 04.
- Co-operatives 05.
- NGO/Religious..... 06.
- Private Sector (include private apprentices) 07.
- Self Employed (other than agriculture)
- Self employed in a business with employees 08.
- Self employed in a business without employees 09.
- Unpaid work in family business 10.
- Other, describe 11.

You are not required to enter codes in code boxes for certain questions. These are labeled OFFICE USE, TASCO or ISIC. These will be coded in Dar es salaam by specialist coders. The relevant questions are:

LFS 1 – Page 2 For Official Use on RHS of columns
– Page 3 - Q2(b) labeled OFFICIAL USE

LFS2 – Q14	–	TASCO
Q17	–	TASCO
Q21	–	ISIC
Q35	–	TASCO
Q39	–	ISIC
CLS2 – Q 13	–	TASCO

- **Sequence Guide :** - An instruction has been inserted for you next to the answer when it is necessary to jump a question or questions. If there is instruction, you continue to the next question/Example.

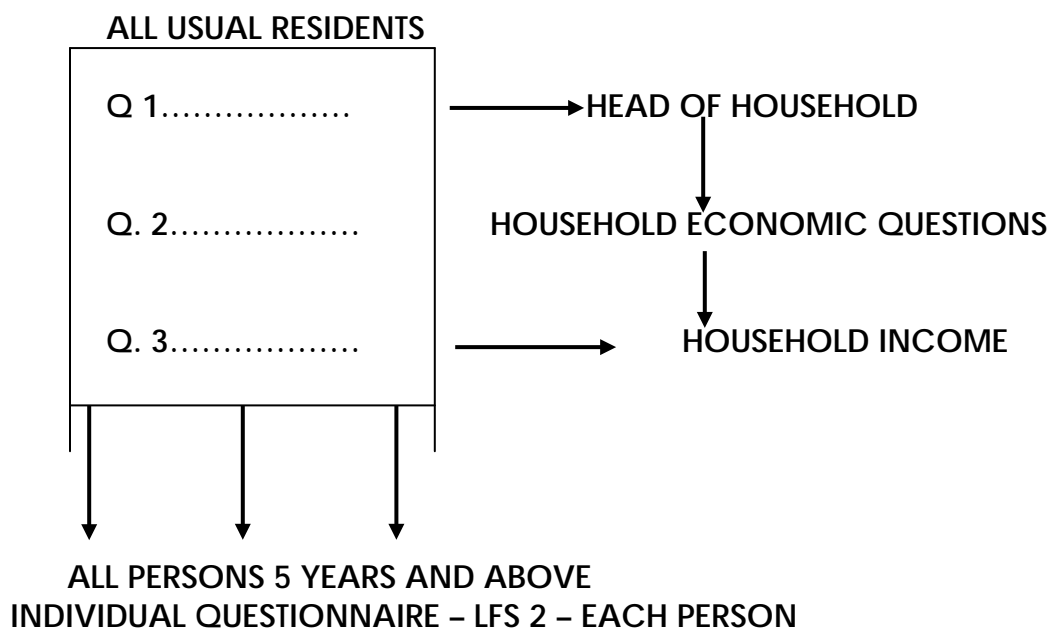
18. Is this enterprise:-

- | | | |
|------------------------------------|-----|--------------------|
| Government..... | 1.) | } GO
TO
Q34. |
| Parastatal | 2.) | |
| Political party | 3.) | |
| Partnership Registered | 4.) | |
| Co – operative - Registered..... | 5.) | |
| Co – operative - Unregistered..... | 6. | . |
| Private Self employed..... | 7. | |
| Household Owned | 8. | |
| Partnership Un-Registered | 9. | |
| Private, other | 10 | |

DIAGRAM 3 - 1

LABOUR FORCE SURVEY BASIC STRUCTURE OF QUESTIONNAIRES

HOUSEHOLD SCHEDULE – LFS1



EXAMPLE:-

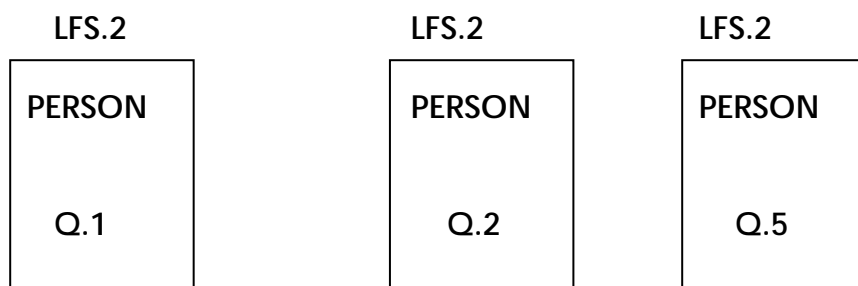


DIAGRAM 3 - 2

LFS 1 – HOUSEHOLD QUESTIONNAIRE

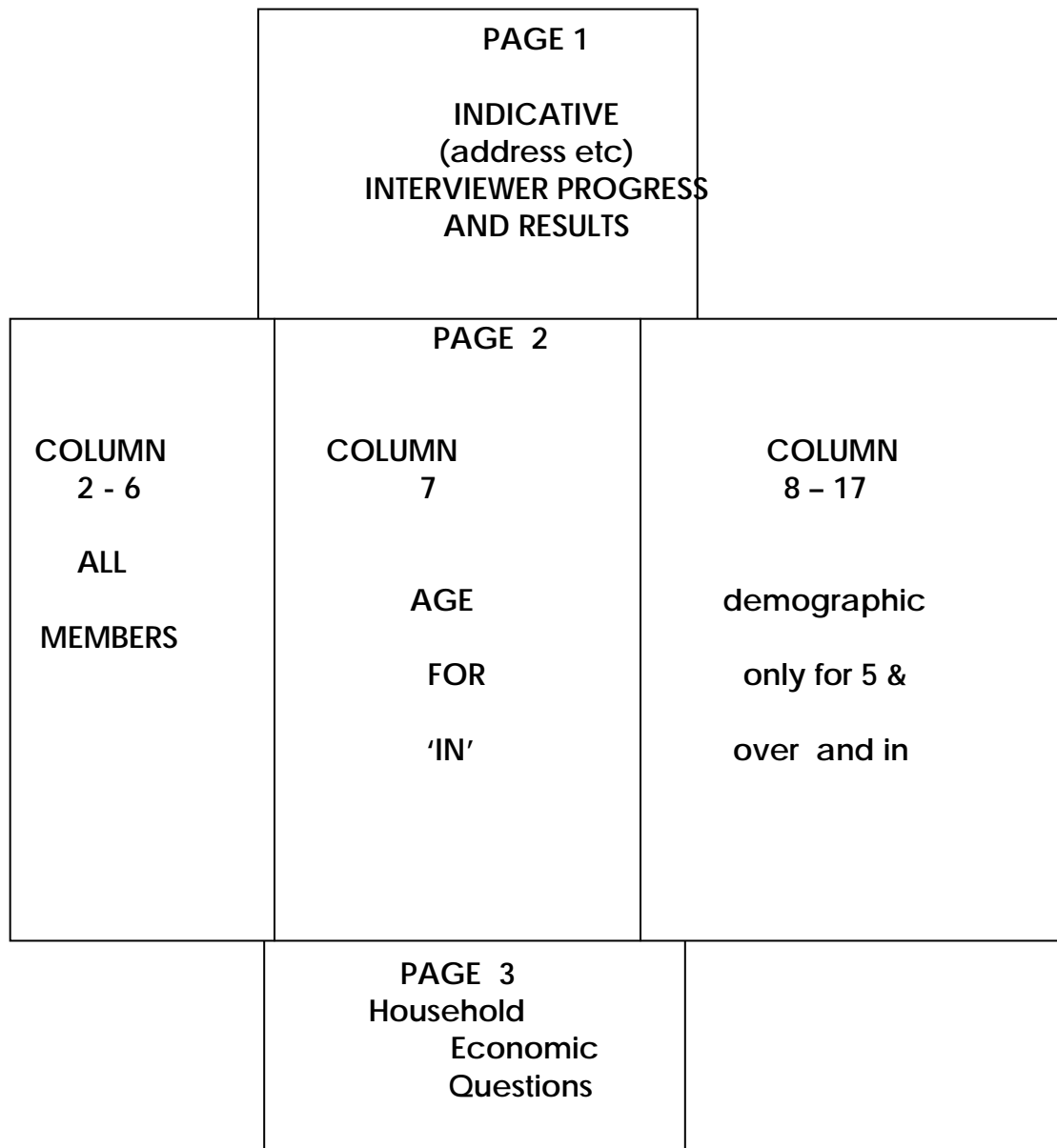


DIAGRAM 3.3

LFS 2 - INDIVIDUAL QUESTIONNAIRE

ALL PERSONS 5 YEARS AND ABOVE & 'IN'
PAGE 1 & 2 USUAL ACTIVITY
LAST 12 MONTHS

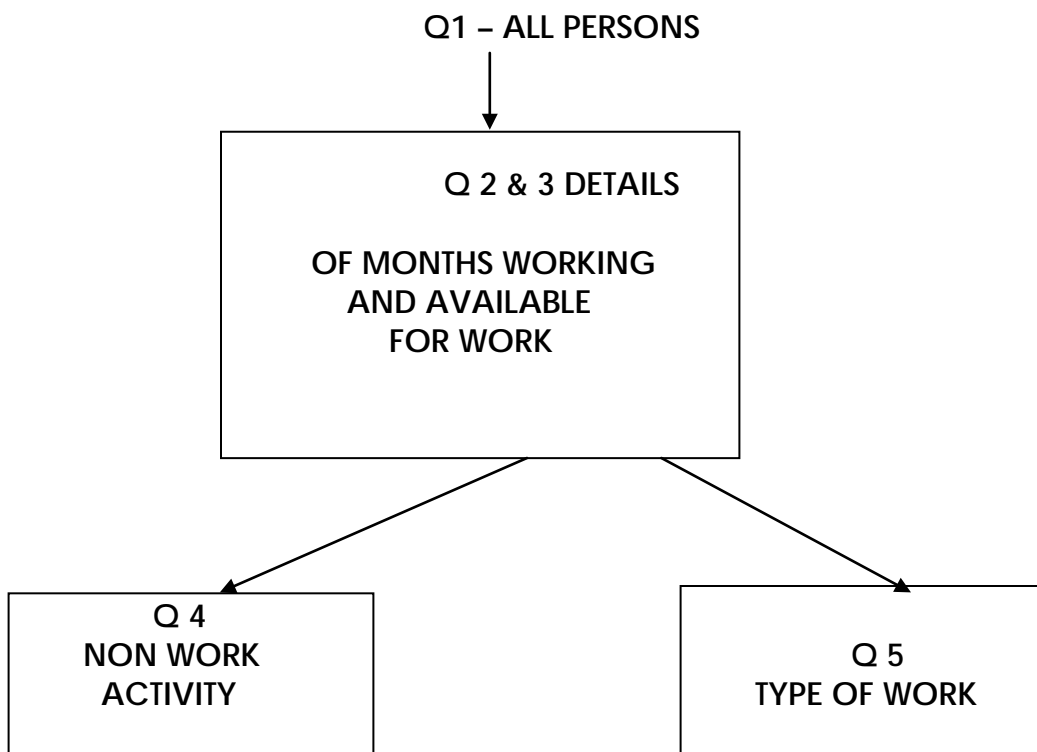
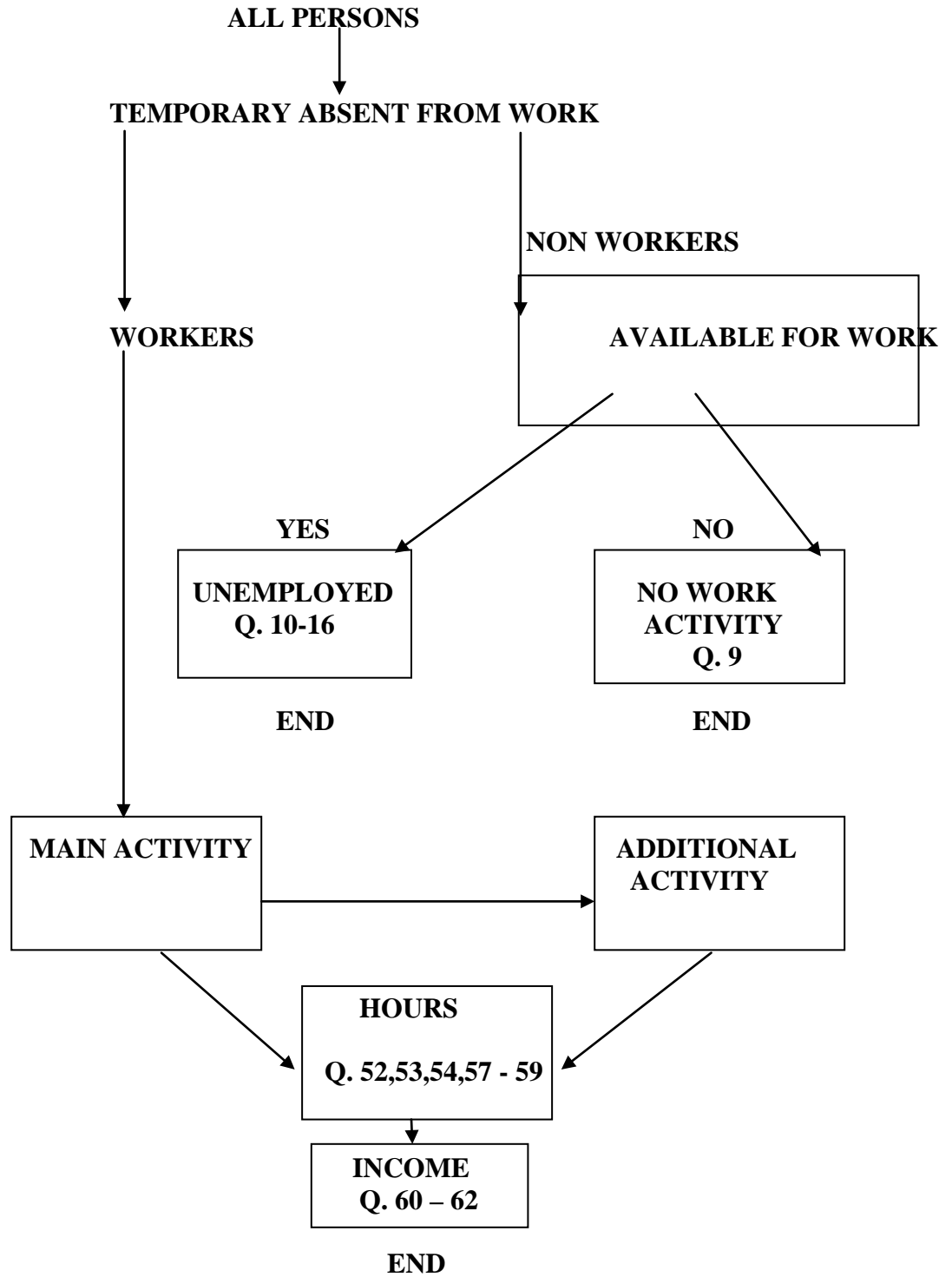


DIAGRAM 3.4
LFS. 2

PAGE 3, 4 AND 5 CURRENT ACTIVITY
LAST WEEK

Q.6

Q.7



CHAPTER 4: INTERVIEWING TECHNIQUE

4.1 INTERVIEWING TECHNIQUE

Interviewing technique is an art of asking questions, which enables a person interviewing to obtain correct and reliable information from a person being interviewed in a smooth and convenient way or atmosphere. This art requires among other important qualities, respect, discipline and cooperation. In most cases the interview involves two people, an interviewer and respondent, who are strangers to each other. One of the main tasks of an interviewer is to bridge the gap between the two sides. This aim at gaining and winning the confidence of a respondent before the interview starts so that he/she is at ease, relaxed and willing to give relevant answers to questions asked. The work of interviewing therefore is a business-like job that demands courtesy and drive just in the same fashion of a salesman who is at work selling or finding an acceptance of his new product to a new customer.

Basically as an interviewer, your appearance and the first thing you do are critically important to determine the respondents' cooperation. Your first approach must guarantee your acceptability not only to the respondent but also to other people in the area which the interview is taking place. In that light you are also advised to put on comfortable but smart clothing.

A good procedure is by first making a personal introduction and, an outline of what the survey is about. A clear statement of how the interview intends to proceed and the confidentiality of the information are required at the initial exchange with the head of household or respondent. You may spend a few minutes in a polite and friendly talk with the respondent but never go further into complex and irrelevant discussions.

Evidence from past survey experiences show that a well worded questionnaire without proper approach or technique during interview has come out with the results in disguise (poor and unreliable data) after incurring heavy burden of survey cost both in terms of money and time. Note that your work as an interviewer is central to the success of the survey and may become easier and enjoyable if you observe the following tips:

1. When you arrive at a household, greet the respondent and properly introduce the purpose of your visit. In most cases you will be accompanied by a ten cell leader (balozi) who will be taking you to all the selected households in his/her jurisdiction. Remember that most of the initial exchange or introductory part will be delivered to the head of household. This is the person who is regarded by the member of the household as their head and may be a man or woman. If the head of the household is not present. Ask for the next senior usual resident.
2. When asking questions, it is very important that you ask the questions exactly as they are they are worded in order to maintain the same desired meaning. However, the effect required here is that of natural and friendly conversation. The posing of questions and noting of the replies therefore should have the flow and pattern of a dialogue. This will be possible only if you have mastered the topics of the questionnaire.
3. If the respondent is in the company of persons not belonging to the household, you should suggest that the interview be held privately or offer to return latter whichever is appropriate.
4. At all times and throughout the interview, you must strictly remain neutral. Nevertheless you could show interest in the answers of the respondent by nodding your head or saying something

like “I see “ or “Yes. Never show disapproval. Also, do not react in any way to what the respondent tells you and refrain from giving your opinion.

5. Always remain in control of the situation. This implies that you must maintain the interest of the respondent throughout the interview. On some occasions, a question put forward to the respondent might not immediately provide a relevant response. He/she may say “don’t know”, a vague answer or may refuse to answer. In any case, before you reword or explain further the question, or ask some additional questions to obtain the required information, you should **repeat** clearly and slowly the original question. Explaining or probing should occur only when it is apparent that the respondent does not understand. You must be careful not to change the meaning of the original question.
6. If the Head of Household or respondent is unwilling to answer the questions try also to overcome that reluctance, by explaining once again the confidential nature of the information. Do not force the respondent to give answers. If the problem prevails then you can consult your supervisor.
7. It is common in interviews to encounter cases where a respondent starts his/her reply by giving their life history. If you come across such a respondent, do not stop him or her back to the original question.
8. Avoid keeping your head down and your eye glued to the questionnaire. You should refer to the question only to record the respondent’s reply and you should also know straight away where to record, without wasting time to go down and across the questions for the correct space. This situation may discourage the respondent. A thorough knowledge and familiarisation of the questionnaire is essential.
9. A good interviewer like you will not fail to pick up the information supplied by the respondent in a conversational reply, when this information would have been requested in a later question. Normally a friendly talking respondent may give the answers to two or three questions even though only the first has been posed. Obviously don’t repeat unnecessary questions when you are already aware of the answer.
10. When on an interview no other person is allowed to accompany you except your supervisor or other staff from Headquarters and you should introduce him/her before you continue with your interview. When your supervisor or HQ staff are at an interview with you, conduct the interview as normal. The supervisor should not be part of the interview and should not interrupt your interview unless you make a serious mistake. Supervisors and HQ staff are observers who can help, if required, but should generally make suggestions after the interview.

4.2 GENERAL RULES FOR COMPLETING QUESTIONNAIRE

1. Use a blue biro. Do not use pencils or red biro.
2. Keep all your questionnaires clean and neat and tidy.
3. Write or print carefully so that office staff can read your comments. Take particular care with numbers.

4. If you make a mistake, cross it out neatly and write the correct answer clearly on top. This should be possible for most questions. On LFS1 page 2 where you list the household members, you may have to cross out the whole line and start again on the next line. This is allowable. Keep the person number always the same of LFS1 and 2.
5. Do not write additional information when you think it is useful on the blank back of questionnaire e.g.LFS2. The more information we have on your problems the better we can decide what the correct answer should be.

4.2.1 CHECKING COMPLETED QUESTIONNAIRE:

After an interview has been completed an Enumerator must review the whole completed questionnaire. This check means going over the entire interview, reading or comparing carefully all relevant questions and answers. While doing so, you will also be able to correct your handwriting or clarify the answers required. A quick check should be done before you leave the respondent. However, you should allocate some time every morning for a thorough check of your previous days work.

CHAPTER 5 LFS1

THE HOUSEHOLD QUESTIONNAIRE

5.1 AIM AND CONTENT

From LFS1 collect information about the whole household.

There is usually only one LFS1 for each selected household and there must be one returned to Dar es salaam for every selected household even if no interview results. It is the basic control document for each household as well as recording information on the individuals in the household. A copy of each selection of the questionnaire is given below with an example but it is also best to have a complete questionnaire LFS1 to refer to, when reading this chapter.

5.2 LFS 1 page 1

Page 1 of LFS 1, The front page, has three distinct sections.

A: THE INDICTIVE:

The indicative is the very important identification information for each household and is at the top of the page. A completed example is given below.

**TANZANIA
NATIONAL BUREAU OF STATISTICS
LABOUR FORCE SURVEY 2000/2001**

CONFIDENTIAL

REGION _____

DISTRICT _____

WARD _____

VILL./E.A NO. _____

URBAN/RURAL CODE _____

H'HOLD SAMPLE NO. _____

BRANCH/VILLAGE _____

STREET _____

TEN CELL LEADER _____

Your supervisor may have entered this information for you.
If he/she hasn't, you must complete this before you start interviewing.

- Interviewer/supervisor – Print both names for identification purposes.
- Region up to H'hold sample no: - these are the most important items and must be copied exactly from your workload-listing sheet. The code numbers in the boxes are the most important.
- Branch/village/street/10 cell leader – These items are not so important and are mostly for your own use in identifying the household and its location. They are not entered in the computer but you will usually find it useful to enter them when they are relevant.

INTERVIEW CONTROL SECTION

PERSON NUMBER FOR LFS2'S	VISIT/APPOINTMENT			
	<u>1</u> DATE.../.../...	<u>2</u> DATE.../.../...	<u>3</u> DATE.../.../...	<u>4</u> DATE.../.../...
	PERSONS INTERVIEWED			

TOTAL COMPLETED LFS2'SCLS 1.....CLS 2.....

It is for your use and is not entered in the computer. However your supervisor will definitely want to check it as he/she checks on your progress. You can record both appointments and visits in the columns given. Some appointments may not work out. See example. Note that your first interview appointment may also not be successful as the head of household or even all members of LFS2's in the space given.

C: INTERVIEW RESULTS:

In this section the final result of the interview is recorded. It is very important particularly if there have been any problem with the household. It can obviously only be complete when you have finished with the household. An example of problem household when the supervisor later solved the problem is given below.

Note also, do not enter anything in the office use box on the right hand side.

INTERVIEW RESULT

☐

Fully Responding Household

☐

Part Responding Household (some or part of LFS 2's missing)

Give details and reasons below

☐

Dwelling definitely not being lived in.

Information from:.....

.....

☐

No information for other reasons e.g. Refusal, No contact

Give details below

The supervisor should make sure that all information is correct, other than code 1 give explanation.

INTERVIEWER:

Describe all problems.....

.....

.....

.....

Supervisor's Comments:.....

.....

.....

CHECKED BY:

INTERVIEWER..... SUPERVISOR.....

DATE...../...../.....

DATE...../...../.....

It is expected that most interviews will be fully responding. You must give full information on any part complete households, vacant household, refusals etc. These losses to our sample are very serious and

5.3 LFS 1 Page 2:

There are 18 rows down the page for household members. Almost all households should fit on page. In the very rare case of more than 18 members of a household you will have to use a second LFS1 for that household. You should carefully copy the entire indicative on page 1 for the second LFS1 and note in large print ‘2ND LFS1 1’. On page 2 you should change the person numbers to start at 19 on the second LFS 2.

A: Columns 1 to 4:

LIST ALL USUAL RESIDENTS AND VISITOR:

[illegible]

Your usual procedure will be to complete columns 2 to 5 for all usual residents first. You must remember to probe for all usual residents plus visitors. You usually obtain this complete listing from the head of the household.

The definition of a household was given in Chapter 2 on listing of households.

For the Head of the household, you usually simply take who the members of the household say is the head of the household. If there are queries or doubts, use the following for guidance. The head of household should be the person who owns the dwelling or is responsible for the rent or is otherwise responsible for the economic/ social welfare of the household. If still in doubt, take the oldest capable person. The head of household is not an important issue for analysis and it is very important not to offend respondents. The head of the household can be a male or a female. He or she may be an income earner or for example can be a very old person, if the respondents regard the person as the head of their household.

You then determine whether each person is included on coverage and record this in column 6.

- Column 1 – Person No: - These are pre – printed on the form. Make sure you leave no rows blank and kept to the same row across the page for each person. - All the information across the page and on LFS2's are kept together on computer records by the person number and thus the person is very important.
- Column 2 – Name - This is not important and is not entered on the computer. The name is only to ensure that you know whom you are recording information for, on LFS1 and LFS2. You may enter Mr. X., Mrs. X, ...if respondents wish not to have their name recorded.
- Column 3 – Relationship to Head: - This is entered on the computer records but is not a very important variable you will normally simply enter the codes as given as you list the names for usual residents and visitors.
- column 4 – Sex – This is an important variable and you should ensure you enter code 1 male or code 2 female accurately. However it is again usually simply entered as you list the household members. You may have to ask the sex of children or other members when the name does not immediately tell you this.

For many usual residents you will know the answer without asking, as they will be there with you. They have obviously been here at some time in the last 3 months Do ask these important questions for all persons absent at this interview and for all visitors.

SPECIAL CASES :

1. For persons with more than one usual residence you must determine which is their main usual residence by the one where they spend the most time and take them as a usual residents at this place and a visitor (if present) at the other place.

Example:-

- (i) A person with a house in the town where he stays during the week and one in the village he goes on weekends The town one is his usual residence.
- (ii) A person with several wives in different dwellings which are separate households by the households definition. Take his usual residence as the one where he spends most time or the oldest wife if in doubt

2. Persons with no usual residence should be visitors at the dwelling where you locate them and will be included as they have no usual residence elsewhere. Often these are young unemployed people and it is important that we record them where we find them or we will understate unemployment.
3. Unusual cases may arise, where a whole family have recently moved in a selected household for along period. The long term visiting family may have a usual residence elsewhere, but it is locked and empty In such cases they are now in effect usual residents. They have no chance of selection if no family member remain at the previous usual residence or are returning there soon. Their chance of selection at the other place. If in doubt include and give notes for HQ staff.

N.B VERY IMPORTANT

C: AGE LIMIT Col..5 & 6)

We have decided only to record detailed information for persons 5 years of age and over .Thus .Thus in Q5 you will record a persons age and in Q6 indicative whether they are asked the the remaining questions on LFS1 and are thus also required to have an LFS2.

- Column 5 age :- The note at the top explains that only person “IN” are to be asked their age. Age is an important variable in any survey and you should attempt to obtain a good estimate of each person current age in complete years. Note less than 1 year is recorded as “00”, 5 years and 11 months as “ 5 “ etc. For most young and middle age people you should be able to get a good age figure. For very old people an accurate age is not so important. This is not a demographic survey. Example – about ‘70’ very old, over ‘80’ can be recorded as ‘80’. Appendix A, gives some of the major events in the past which Tanzanias should know. For persons who do not know their age, you can estimate by asking if they remember that events and roughly how big they were at that time. You then add the two periods to obtain a reasonable age estimate. Examples will be given in training.

APPENDIX A:

EVENTS: YEAR OF BIRTH EVENT

- 1 The beginning of World war I
- 2 The end of World war I
- 3 The beginning of English rule in Tanganyika
- 4 The beginning of World war II
- 5 The end of World war II
- 6 The beginning of TANU
- 7 Freedom of Tanganyika
- 8 Revolution of Zanzibar
- 9 Arusha declaration
- 10 The beginning of Chama cha Mapinduzi (CCM)
- 11 Kagera war – against Idd Amin invasion
- 12 The death of Tanzania first president

- Column 6 – Persons 5 years and over and ‘IN’: - You should then go down this column and tick each person 5 years and over from column 5. The total at the bottom gives you the number of persons for whom you continue across the columns of LFS 1 and for whom there must be an LFS 2. You can draw a line across the rows for all persons less than 5 years to make clear that they do not continue beyond this point.

PERSON ‘IN’ ONLY	CHECK PERSONS 5 YRS AND OVER ‘IN’
AGE 00=<1YR WRITE COMPLETE YEARS	(3)
5	6

D: MARITAL STATUS 7 CITIZENSHIP – (COL 7 & 8)

These Two demographic variables are used to show the characteristics of our main economic activity categories. For example are our unemployed mostly married or single or what are the activities of non – citizens?.

- Column 7 – Marital status: - Simply record the answer s given by respondents. We are not interested in checking any person’s legal marital status. Do not embarrass respondents.
- Column 8 – Citizenship:- We are also not interested in checking on illegal migrants. If respondent say s he is a citizen of Tanzania record him/her as such. Do not confuse citizenship with birthplace or race. Tanzania citizens can be of different races or be born in other countries (which we are not recording).

PERSONS 5 YRS AND ABOVE AND 'IN' ONLY	
MARITAL STATUS	CITIZENSHIP
SINGLE - 1 MARRIED - 2 WIDOWED - 3 DIVORCED/ SEPARATED- 4	Tanzania..... 01
	Kenya..... 02
	Uganda..... 03
	Rwanda..... 04
	Burundi..... 05
	Congo – DR 06
	Zambia..... 07
	Malawi 08
	Mozambique..... 09
	Other African. 10
	Non African C'tries.. 11
7	8

E: MIGRATION – (COL 9 TO 11):

Migration information is important in its own right but is also used to cross classify our major activity variables. From the migration questions, demographic analysts will be able to make conclusions about the rate of growth of urban areas and the rate of in or out migration to or from rural areas.

P E R S O N No.	HOW LONG HAVE YOU LIVED IN THIS * TOWN/ DISTRICT	WHERE WERE YOU LIVING BEFORE	REASONS FOR COMING HERE
	SINCE BIRTH -1		
	<u>Go to Col. 12</u>	AT TOWN/ CITY - 2	CODES BELOW
	LESS THAN 1YR - 2	VILLAGE - 1	
	1 & < 3 YRS - 3		
	3 & < 5 YRS - 4		
	5 YRS & MORE - 5		
	9	10	11
1.			
2.			
3.			
4.			
5.			
6.			

*INT: Town for Urban Interviews
District for rural interviews*

- Column 9 – How long have you lived in this town/ district:

This is a direct question to each person Note; in Urban areas, you are to ask about that town; in rural areas you are to ask about that district.

Persons born in that town or districts are to be recorded as code 1 – since birth. We ignore all movements they may have made since birth. For this survey, migrants will only be counted as persons usually living now in a different town or village from which they were born in. note that persons with code 1 – since birth, skip columns 12 and 13, which are left blank

For persons who were not born in that town or district you establish how long they have been there and enter the appropriate code. For persons who move about, you must establish the time since their last major move into that town or district. Ignore short moves out for holidays or leave. Also ignore other temporary moves such as a wife going home to her village to give birth and then returning. Note that persons born in their parents village but returning to the usual residence soon after (e.g. towns) are not to be taken as migrants for that move. They would be since birth in the town if it is the same town as their current residence. The ‘birth’ move is ignored. We are interested in the last substantial migration for persons not in their town or district of birth.

- Column 10 – Where were you living before:- Code as appropriate, - 2 for town/ city, 1 for village. Note that some names e.g. Morogoro, are both the name of a town and a district and you will have to establish whether they mean the town area or the village areas.
- Column 11 – Reasons for coming here: record the appropriate code after asking each person. Note that there is often a separate reason for each member of a family. Example the husband may be job transfer – code 1’. His wife could be ‘join family – code 6’ an older son’s reason may be look for work – code 5’: young children could be join family 9 as for the mother) – code 6’. Give the code for the most important reasons. Usually all members of a family will not have the same code.

REASONS FOR MIGRATION (COL. 11)	
JOB TRANSFER	1
ARRANGED JOB	2
LOOK FOR BETTER AGR. LAND.....	3
BUSINESS OPPORTUNITIES	4
LOOK FOR WORK.....	5
JOIN SPOUSE/FAMILY	6
ATTEND SCHOOL/TRAINING.....	7
OTHER DESCRIBE	8

F: EDUCATION AND TRAINING - COLS 12 TO 17:

These are very important classification items for our economic categories. We definitely want to establish the education level of persons employed in different sectors, the unemployed and persons not in the labour force.

- **Column 12 – literacy:**

LITERACY	
CAN (NAME) READ AND WRITE	
KISW.	1.
ENGLISH.....	2.
BOTH ENG. & SWAH... ..	
ANY OTHER LANG.....	4
NONE.....	5.
12	

This is a simple question but note we are only measuring literacy.. To be recorded as literate a person should be able to both read and write simple sentences in any major language e.g. Swahili, English, etc.

- Column 13.

ATTENDANCE
Completed 1
Studying 2
Never went to School..... 3
If code 3, go to question 15.

- **Column 14 – Education :**

EDUCATION	
HIGHEST LEVEL REACHED	
PRE - SCHOOL	-1
PRM.(SCHOOLING.)	-2
NO-EDUCATION)	-3
PRM-NOT COMPLETE	-4
PRM-COMPLETE	-5
SEC. (UP TO F.2)	-6
SEC. (UP TO F.4)	-7
SEC. (UP TO F.6)	-8
UNIVERSITY 1	-9
UNIVERSITY 2+	-10
15	

EDUCATION (Column14)	
PRE – School.....	01
Standard 1	02
Standard 2	03
Standard 3	04
Standard 4	05
Standard 5	06
Standard 6	07
Standard 7	08
Standard 8	09
Form I	10
Form II	11
Form III	12
Form IV	13
Form V.....	14
Form VI	15
University (First Degree)	16
University (Second Degree).....	17

This is an important question and you should take care to record the correct codes. Overseas education should be converted to approximate Tanzanian equivalents.

- **Column 15 – Type of Training:**

TYPE OF TRAINING OF ATLEAST ONE MONTH DURATION	TYPES OF MAIN TRAINING (Column 15)
CODES BELOW	NONE-----1
15	ON THE JOB----- 2
	CERTIFICATE 1 OR 2 YRS----- 3
	CERTIFICATE 2 OR MORE YRS----- 4
	FORMAL APPRENTICESHIP----- 5
	INFORMAL APPRENTICESHIP----- 6
	DIPLOMA 2 MORE YRS----- 7
	UNIVERSITY 1 ST DEGREE----- 8
	UNIVERSITY 2 ND DEGREE & ABOV-E----- 9
	OTHER COURSES AFTER UNIVERSITY-----10
	OTHER DESCRIBE-----11

Code answers using the codes for type of training given at the bottom of the page. Note that we are only interested in reasonably substantial training of at least one month's duration.

Some people will have several types of training. In this case you should record the one they regard as the most important. If they are unclear take the one that is the highest education level or if still in doubt, the longest period. Definitely try to allocate to categories 1 to 6 and only use 'other' rarely. Convert overseas qualification to Tanzanian equivalents.

Persons with no training do not answer Column 17, which is left blank.

- **Column 16 – Subject of Training:**

SUBJECT OF TRAINING				
DESCRIBE	Y E A R	FOR OFFICIAL USE ONLY		
e.g CARPENTRY ACCAUNTANCY, MECHANICAL ENGINEERING, NURSING, (TEACHER) SECONDARY	C O M P L E T E D	18		
16	17			

- Give a good description of the subject of training using at last 2 words, if possible. It will be coded using a 3 digit subject of training classification in the office later. Column 17 – year in which Training was completed.

5.4 LFS 1 page 3.

This page is to be asked to the head of the household. Should be asked at the first interview after completing LFS1 page 2 and before starting on the LFS 2's. You are asking about activities of all members of the household (usual resident's who are ' IN ' on coverage) either individually or as a household group.

HOUSE HOLD ECONOMIC QUESTIONS
ASK HEAD OF HOUSEHOLD

(INT): This section is to be used as an introduction to the economic questions for each individual and to gain general picture of how the household survives. You should check later than the activities described here occur on at least one individual questionnaire (LFS2).

1. Does this household or anyone in this household engage in any of the following activities ?

(a) Wage Employment YES.....1. ☐
NO.....2. ☐

(b) Working on own or family business YES.....1. ☐
(excl. Agriculture) NO.....2. ☐

IF YES to (b)

Describe all business activities

OFFICIAL USE

1.....				
2.....				
3.....				
4.....				

(c) Working on own or family farm/ YES.....1. ☐
shamba or fishing or any other NO.....2. ☐
Product (s) for home consumption.

If YES to (c) YES.....1. ☐
Did you have any paid Employees last week ? NO.....2. ☐

The main question and the tree parts a, b & c are relatively simple and require a YES or No answer for each.

There must be an answer for each part.

- (a) Wage employment includes all types of paid employment whether paid in cash or in kind (e.g. food) e.g. permanent/temporary/casual jobs.
- (b) Probe very carefully for any business activities no matter how small e.g selling buns, making baskets for sale. Describe any such business activities well in the space given. They will be coded later to Industry codes in Dar es salaam.
- (c) We are trying to establish which households with agriculture as an activity employ paid labour. The employees can be paid in cash or in kind e.g. food. Do not forget to ask this section if the answer to c) is YES.

You should come back and amend this section if you identify other economic activities when you ask the LFS'2's for the household should be noted here.

Q2 – Other Sources of Income:

2. Besides the above activities, does the household have any other sources of income of any type ? Please describe ?

- 1 Pensions
- 2 Gift.....
- 3 Dividend.....
- 4 Bonus.....
- 5 Interest.....
- 6 Insurance Premium etc.....

The aim of the following question is to record income for household which does not come from current work activities. Examples are – Remittance, Gifts from sons or other relatives, pensions, Rental Income, Interest We would particularly like to identify how households with no or little income from work activities survive. We will definitely find some households of older people living off remittances from their children.

3. What is the average household monthly cash income from all sources amount Shs

CHAPTER 6 – FORM LFS 2

THE INDIVIDUAL QUESTIONNAIRE

6.1 AIM AND CONTENT:

Form LFS 2 collects detailed information for each person 10 years of age or over and 'in' the coverage of sample households. There are usually several LFS'2's for each household.

LFS 2 collects the main information for the Labour Force Survey. It deals with both usual activity (over the last 12 months) and current activity (over the last week). It identifies for both usual and current status: - persons employed, unemployed and not economically active. For each of these categories additional details are collected. Examples are given below for each section of the questionnaire to assist you. Note that the examples given are fiction and independent of each other. For any one individual portions of each questionnaire must be blank.

6.2 THE INDICATIVE:

The indicative is on the top left hand side of page 1 and is very important.

REGION	_____	<input type="text"/>	<input type="text"/>
DISTRICT	_____	<input type="text"/>	
WARD	_____		
VILL./E.A NO.	_____	<input type="text"/>	<input type="text"/>
URBAN/RURAL CODE	_____	<input type="text"/>	
H'HOLD SAMPLE NO.	_____	<input type="text"/>	<input type="text"/>
BRANCH/VILLAGE	_____		
STREET	_____		
PERSON NAME	_____		
INTERVIEWER NAME	_____	<input type="text"/>	<input type="text"/>

All details are the same as on the front page of LFS 1 except the person number and name. Up to the household number should be copied exactly and carefully (particularly the code numbers) from page 1 of LFS 1. The person number comes from the row for that person on page 2 of LFS 1. The name is also in the same row, column 2. Take care to record the person number correctly so that the information on LFS 1 is tied to LFS 2 information for the same person on computer records. The person number and name should definitely be entered during the interview. Other indicative information can be entered later.

6.3 USUAL ACTIVITY (Q1 to 5) (pages 1 & 2):

IN this section we try to measure a person's usual activity over the previous 12 months. We do this to try to account for changes particularly seasonal changes, over a year, which may not be reflected in current activity (the last week) . we cover the period up to the end of the previous month and go back exactly 12 months. It is often difficult for people to remember this period and you must explain carefully the purpose of this set of questions and the reference period before you start asking the questions.

Question 1:

ASK ALL PERSONS 5 YRS AND OVER FROM LFS 1

ASK ALL PERSONS 5 YEARS AND OVER FROM LFS 1

INT: Explain to respondent the importance of recording all work activities. We are starting with usual Activities during the last 12 months i.e. up to end of last month.

A: USUAL ACTIVITY:

1. During the last 12 months, did you do any of the following work activities for pay, profit, barter or home use ?

INT: Check through complete list and tick if yes.

Wage Jobs: (All types) payment in cash or kind e.g. food

- Permanent.....01
- Temporary/Casual.....02
- Part time.....03

Agriculture:

- Ploughing, Planting/Weeding/Harvesting
 - Cash crops: e.g. Coffee.....04
 - Cotton.....05
 - Sisal.....06
 - Tobacco.....07
 - Tea08
 - Other Cash Crops.....09
- Food Crops e.g. Maize.....10
 - Sorghum.....11
 - Cassava.....12
 - Fruits, Vegetables.....13
 - Beans and Peens14
 - Other food Crops15
- Keeping birds/other pests away from crops16
- Activities related to the storage of crops17
 - Herding.....18
 - Milk, making butter, etc.....19
 - Shearing/Slaughtering20
 - Activities related to poultry products21
- Other agricultural activities including hunting/forestry/fishing.....22

Manufacturing/processing:

- Making charcoal.....23
- Milling (incl. Hand milling)24
- Other food processing e.g. canning, beer brewing (not cooking home food).....25
- Making baskets/hats/clay pots/ other Handicraft26
- Spinning/Weaving/dressmaking tailoring27
- Other manufacturing/repair/ maintenance (not for home use).....28
- Other manufacturing/repair/ maintenance (for home use).....29

Construction /major repair or maintenance

- Farm buildings or fences30
- Own dwellings31
- Access roads.....32
- Other construction activities/mining.....33

Trading /Sales:

- Retail shop34
- Engaged in tea shops/street vending etc35
- Assisting in sales of agriculture products and other retail trades36

Transport:

- Carrying loads to market for sale.....37
- Carrying grain to /from mil/shamba38
- Other transport activities.39

Services:

- Giving tuition to students for payment40
- Repair services: tool, shoes, etc. (not for own household)41
- Collection of firewood, fetching water42
- Any other business or income generation activity .43

INT: If YES to any activity.....1. Continue.

If NO to all activities.....2. Go to Q3 (iii) and ask that question for each month,

starting with last month and work backwards for 12 months.

Question 1 is major and an important question and covers most of page 1. You should go through the complete list with each person even if they answer 'Yes' to the first item. The purpose is to ensure that all respondents are aware of our broad concept of economic work. As you will note from the list it includes many agricultural and small scale economic activities. All of these are regarded as work or economic work for the purpose s of this_survey. Often people only think of work as a wage job and we definitely want to include all these wider activities in our scope of work. The only sub – groups , cash crops and food crops, you may leave out crops not appropriate to that area. Note however that recent migrants or visitors may have been working in other areas over the last 12 months.

What has not been included are activities such as going to school, looking after children, cooking meals, cleaning houses, collecting firewood or water (not for sale) It is acknowledged that household activities are work in the wider sense but we do not include them as economic work as we cannot currently put a value on them.

Note though that most women in Tanzania do some of the activities listed at least for part of the year. There are few pure housewives particularly in rural areas. In rural areas. Similarly most students (10 and over) do some economic activities particularly in school holidays. Probe carefully and do not make assumptions.

Any of the activities listed should be circled provided the persons spent more than one hour a week or half a day a month on the activity.

As noted at the end of the list of activities, if any activity was answered as Yes, you continue to Q2. If no activity was circled, go to Q3 (iii)

Question 2:

- 2. Did you work all weeks every month in the last 12 months ?**
(include all types of work, paid leave and temporary absences)

YES.....1. Go to Q5
NO.....2.

Question 2 is a skip question to ensure that person working continuously can avoid the detailed questioning of question 3.

Identification:

A. USUAL ACTIVITIES (CONTINUED)

Q3 MONTHLY ACTIVITIES

3. INT: This is a major question and must be done slowly and thoroughly. Ask the questions below for each month, starting with last month and work backwards for 12 months

(i) In.....(month) did you work

- The whole month..... TICK BOX "A"
- Part of the month..... GO TO (ii)
- Not at all..... GO TO (iii)

INTI: INCLUDE TEMPORARY ABSENCES (E.G. LEAVE) AS WORK.

Were you available for work in most days which you **didn't work (in reference month)**

- YES - TICK BOX B for that month
- NO - TICK BOX C for that month

Were you available for work most of.....(month)

- YES - TICK BOX D for that month
- NO - TICK BOX E for that month

ACTIVITY	PERSON NUMBER	J	F	M	A	M	J	J	A	S	O	N	D		TOTAL
Worked Whole month A	<input type="text"/>													A	
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
Worked part of month and Available for work B	<input type="text"/>													B	
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
Worked part of Month and Not Available for work C	<input type="text"/>													C	
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
No work at all And available For work D	<input type="text"/>													D	
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
No work at all And not Available for work E	<input type="text"/>													E	
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
	<input type="text"/>														
GRAND TOTAL=12	<input type="text"/>														
<u>GRAND TOTAL=12</u>	<input type="text"/>														
<u>GRAND TOTAL=12</u>	<input type="text"/>														
<u>GRAND TOTAL=12</u>	<input type="text"/>														
<u>GRAND TOTAL=12</u>	<input type="text"/>														
		THERE MUST BE A TICK FOR EACH MONTH INT: IF ANY TICK IN C AND E ASK Q4(A) OTHERWISE GO TO Q4(b)													

INT: ASK FOR EACH MONTH AND THERE MUST BE ONE TICK AND ONE TICK ONLY IN ONE BOX FOR EACH MONTH

Question 3 is a major and a quite difficult question to complete properly. All persons are asked at least part of the question except those working continuously (Q2).

Firstly note that you must start at the previous month from the current one and then work backwards for 12 months. People should remember the last month easiest and thus we start with this month and slowly work backwards. For example if today is 20/4/2000, you first ask about March 2000 and go back slowly to February 1999.

You explain this to the respondent and ask Q3 part (i) for the previous month first. If the person says the whole month, simply tick box A for that month. If they say part of the month, you must go to part (ii). If they say not at all, go to part (iii). Note that temporary absences are included as work. See the note for Question 2 on temporary absences from work.

For Q3 (ii) you ask about availability for when not working. If YES, you tick box
If No, you tick box E.

You must have a tick for one box A to E for each month. Once you have ticked a box for that month, you proceed back one month until you have covered all twelve months.

People, particularly in rural areas, may have trouble remembering as you go back and you should prompt them by giving the season for that month or months for the area of Tanzania you are in.

It will take time to complete the whole of this question but you should take it slowly and Carefully.

Note that persons who had no activity in Q1 come into this question at part (iii) only and Are only asked about their availability for work for most of each month. The procedure is the same as above but you only ask Q3 part (iii) and record ticks in boxes D and E only, for each month.

When you have finished add the ticks for each row and down to the grand total which must be 12. Do this during the interview and correct any mistakes at this time.

Note the instruction to you as an interviewer below the box for Q3. If there is any tick in any box for D or E, you asks Q4. This means that the person did not work at some time in the 12 months and Q4 is relevant. This should be almost all persons as people working all months were identified in Q2 and skipped over to Q5. However, this is an added check.

Question 4 (a):

4. (a) What was your main non economic activity when doing economic work during the last 12 months ?
- | | |
|--|----|
| Attending school | 1. |
| Unable to hire paid helper :- | |
| Household Duties | 2. |
| To take care those who need assistance | 3. |
| Relieved from work by spouse..... | 4. |
| Unable to work - too old..... | 5. |
| - sick..... | 6. |
| - disabled..... | 7. |
| Other (specify) | |
| ..... | 8. |

This question is quite simple, but is important, as it identifies the usual non- work activities of people. This is important for analysis. Try to record people in one of the activities 1 to 6 given. ‘Other’ should be used rarely. It is known that some people will have different non- work activities in different months e.g. sick one month, household duties another. You must evaluate which was the main one in terms of time spent over the 12 months.

Question 4 (b):

INT: Did the person do no work at all in all months (Q3 BOXES D & E).

YES 1. GO TO Q6.

NO ...2. Continue

This question is a sequence guide for you. If the person did no work in all months i.e all the ticks are in boxes d or E, it is pointless to ask Q5 about the type of work and thus you skip to Q6.

Question 5:

5. When working what was the economic activity in which you spend most of your time ?

Working on your own family or village farm or shamba..... 01.

Employee in a wage job (paid in cash or kind)

Government Sector..... 02.

Parastatal organisation 03.

Political Party 04.

Co-operatives..... 05.

NGO/Religious 06.

Private Sector (include private apprentices) 07.

Self Employed (other than agriculture)

Self employed in a business with employees..... 08.

Self employed in a business without employees..... 09.

Unpaid work in family business..... 10.

Other, describe..... 11.

This question allows recording of both the status in employment (employee, self employed etc.) And the sector for wage earners (Government, Parastatal, Private).

The four status in employment groups we are using are:

- Working on own farm etc. (code 1) This included crops, livestock and fishing.
- Employee in a wage job (C0de 2 to 6) – Note you can be paid in cash or in kind (e.g. food only). Wage jobs include permanent , temporary or casual wage jobs.
- Self employed (other than agriculture) (Code 7 to 8). This includes all self employed businesses no matter how big or small. It could be as a peanut seller, a fundi or a large exporter/importer. You could be alone or working in a partnership or a group. If you work for a share of the profits, you are self employed. If you wake for a wage, you are an employee. This group is sub-divided into: with employees (Code 7) and without employees (Code 8). Employees can be of only type e.g. a casual watchman or a cleaner.
- Unpaid work in a family business (Code 9) – The person must be totally unpaid. This is not uncommon particularly with shops where wives and children often work unpaid, part time, in the

husbands business. If the person receives some money at all he/she should either be self employed, if it is a share of the profits, or an employee, if paid a wage.

For unusual cases note on the back of the previous page and discuss them with your supervisor later. If the supervisor cannot allocate to a category, make sure a full description is included on the questionnaire sent in to Dar es Salaam.

Sector of employment for employees is usually more straight forward than status.

- **Government** – Include Central, Regional, District and Local Government employees.
- **Parastatal**- Check doubtful cases with your supervisor. Parastatal organisations have 50% or more government ownership and pay parastatal wage scales.
- **Political party and allied** – This includes office staff, ward or village secretaries as well as all employees.
- **Co-operatives** – Note these are only employees paid a wage by a co-operative. Person selling crops through a co-operative are not paid a wage by the co-operative.
- **Political Party and allied and co- operatives** - are technically private sector but have been put as separate groups as some people may have thought they were parastatal or government.
- **Private Sector** – Includes employees of all other private businesses large and small plus other enterprises e.g. missions, churches, charity groups. Note that apprentices which are common in small *workshops and who are usually paid something in cash or kind (e.g. food) are included here. Totally unpaid apprentices should only occur in family businesses where they will be unpaid family workers. (code).

6.4 CURRENTLY ACTIVITY:

From page 3 onwards our reference period changes to last week. This is the last calendar work – Monday to Sunday of the last week.

The last week is the most common International reference period for activity and has been used for many years. It is current i.e. close to the present period and gives a brief snapshot of human activity at that point of time in the country.

You must explain this to respondents and give them a brief spell to adjust from your previous questions on the last year.

Question 6 :

INT: WE ARE NOW CHANGING TO CURRENT ACTIVITY. YOU ARE ASKING ABOUT ACTIVITIES IN THE LAST CALENDAR WEEK – MONDAY TO SUNDAY LAST WEEK.
EXPLAIN THIS TO THE RESPONDENT.

B: CURRENT ACTIVITY

INT: THIS IS A MAJOR IMPORTANT QUESTION YOU MUST REMIND THE RESPONDENT

6. Did you do any work of any type for pay, profit, barter or home use ?
YES.....1. GO TO Q7 (b)
NO.....2. CONTINUED TO Q7 (a)

Question 6 is the key question for current activity and it is very important that you identify any activity within our concept of work, which was done in the last week. You must go back to Q1 and check through the prompt list for activities again, to ensure the respondent is recognizing our broad concept of work. You will already have circled the person's usual activities over the last year and you should particularly prompt on those activities. Note though the periods are different and you must probe here specifically for last week.

Question 7:

TEMPORARY ABSENCE FROM WORK:

Note that persons temporarily absent from work are to be included as working for the period absent. This is an important aspect and this concept occurs elsewhere in the questionnaire.

A person is to be taken as temporarily absent from work if he has job, business or agricultural work which he maintains a close link to and will definitely be returning to after the period of balance.

Examples are:

- Wage earners on leave or stood down – the person must be returning to the job and the limit we have taken is 4 months absence (to include maternity leave). If the absence is longer than four (40 months, you cannot say the person is temporarily absent from that job (he may and probably does have other activities).
- Self employed in a business (small or large) or agriculture – the person must be definitely returning to the activity and the business or agricultural activity must continue in the person's absence.
- A limit of 1 months absence has been taken for persons absent from a business or agricultural activity. A shorter period has been taken here from that for a wage job as self employed activities do not allow long absences. A person who works periodically (for example one week a month at a trading business which is only active when he is working on it cannot be said to be temporarily absent from the business as there is temporarily absent in the off season as no farming is continuing. However, for example, a woman who regularly has a shamba but was sick for 2 weeks is temporarily absent as the shamba continues for this period probably with attention from other family members.
- Persons working as family members or on casual work cannot be temporarily absent. If you are unpaid you do not have any strong job attachment and cannot be temporarily absent and definitely

returning. If you are a casual worker by definition you have no continuous employment agreement and thus cannot be definitely returning to the job.

7. TEMPORARY ABSENCES FROM WORK.

INTI: Q7(a) & Q7(b): *EXAMPLES OF TEMPORARY ABSENCE*

- *WAGE JOBS – LEAVE, STOOD DOWN UP TO FOUR MONTHS AND DEFINITE RETURN.*
- *BUSINESS/AGRIC. – TEMPORARY ABSENCES UP TO ONE MONTH AND BUSINESS/ AGRIC. CONTINUING DURING ABSENCE.*
- *UNPAID HELPERS AND CASUAL WORKERS CANNOT BE CALLED TEMPORARY ABSENT.*

- (a) Although you did not do any work last week. Did you have a job or own farm or enterprise at which you did not work last week and to which you will definitely return to work ?
YES.....1. GO TO Q17
NO.....2. GO TO Q8
- (b) Is this your usual main work/activity (ies)?
YES.....1. RECORD CURRENT ACTIVITIES AS APPROPRIATE
IN Q17 – 22 AND Q34 – 40
NO.....2. GO TO Q 17 – 33 for Main activity and Q 34 – 43 for Current activity.

INT-Q7a & 7b: Examples of temporary absence

- *Wage jobs- leave, stood down up to four months and definite return.*
- *Business/agric. – temporary absences up to one month and business/agric. Continuing during absent.*
- *Unpaid helpers and casual workers cannot be called temporarily absent.*

Temporary absences from work are even more important for current activity than they were from usual activity. We ask both persons who were working and who were not working from Q6. a question on this topic but for different persons.

For persons not working last week. NO' to Q6., you ask Q7 (a). the objective is to identify any work activity which the person does and is only temporarily absent from it, in our reference week. The common simple examples which will occur are people away from work on leave or because they are sick. As with usual activity the person must have a definite job to return to. You should go back to the explanation given for Q2 on page 6 – 3 and assist you. Person identified as temporary absent for 7(a) (i.e YES) are treated as working and go to Q17 where there usual work is recorded.

For persons working last week, YES' to Q6, you ask Q7 (b). we know the person was working last week but it may not have been at his usual main activity. The common example is a wage earner on leave but working on his shamba. We want to identify this fact and , as the note for NO' TO 7(b) says, we want his usual main activity recorded for Q17 to 33. His other current activities are recorded for Q33 to 51. For common example we want the wage earning recorded as the main activity, Q17 to 24, and the shamba work in Q33 to 51. For persons answering NO' to 7(b) you must always have an activity recorded in Q17 to 33 and in Q33 to 51.

Q7 (b) is not meant to be more complex than this. Most people will answer 'YES' and you will go to Q17 to 33 to record their current main activity and any other current activities in Q33 to 51 again review the explanation of temporary of temporary absence given for Q2. There may be some complications for persons with a variety of periodic business activities and you should discuss them with your supervisor and note them on the back of the previous page of the questionnaire. In general in any such difficult cases take the **current** main activity for Q17 to 24 and any **current**

activities for Q33 to 51. Our main emphasis in this section is on the current activities in our reference week.

6.5 AVAILABILITIES FOR WORK:

Question 8:

8. Were you available for work last week?
YES.....1. GO TO Q10
NO.....2.

This small question is very important as it identifies the unemployed who are a major target of our survey. It does not matter what a person was doing last week as long as they were available to work, if a job or any other type of work (by our definition) had been present for them to do. The person must be absent, are asked this question. A woman doing housework may be available to do economic work if there was any. A student may be available to do part-time work after studies. Do not force issue with respondents but if housewives or students state they are available (students part-time only) accept. Take care with this question as we do not wish to understate or overstate unemployment.

6.6 ACTIVITY OF THOSE NOT AVAILABLE FOR WORK:

Question 9:

9. Why were you not available for work last week ?
- | | |
|--|----|
| attending school | 1. |
| Unable to hire paid helper :- | |
| Household Duties | 2. |
| To take care those who need assistance | 3. |
| Relieved from work by spouse . 4.engaged | |
| in household duties..... | 4. |
| too old..... | 5. |
| sick | 6. |
| Disabled | 7. |
| other (specify)..... | |
| ..... | 8. |

END OF INTERVIEW

Question 9 is only for those persons not working and not available for work. This is their last question and it is very important that you record accurately their activity when they are not working.

6.7 UNEMPLOYMENT (Q10 TO 16):

As noted earlier, the unemployed are of major interest to policy makers and for our questionnaires. In this section we identify the type of work they are available for, the steps taken to find work (if any), their previous occupation (if any) and how long they have been unemployed. All of these are important pieces of information.

Question 10:

C: UNEMPLOYMENT

10. For what sort of work were you available last week ?

FORM LFS 2
PAGE 3

Full time 1.
Part time 2.

Full time work should be taken as 40 hours a week or more if you are asked. Most people have a good understanding of the 'term full time work'. If a person says any work' circle full time', Code 1 as this takes preference over part time work.

Question 11:

11. Have you taken any steps within the past 4 weeks
to find work ?

YES.....1.

NO.....2. GO TO Q13

This question is important to identify the persons actively seeking work from those not actively seeking work. This is an important sub – grouping. Note that the term actively seeking is asking friends about jobs or small-scale business activities.

Question 12:

12. What did you do in the past 4 weeks to find work ?

(circle most important only)

Applied to prospective employers..... 1.}

Checked at farms, factories or work sites 2.}

Asked friends and relatives..... 3.}

Took action to start business (usual small scale)..... 4.}

Took action to start agriculture..... 5.}

Other (specify) 6.}

..... 6.}

[IF NO STEPS, CHANGE Q11]

GO TO
Q14.

Question 13:

13. Why didn't you look for work within the past 4 weeks ?

(circle most important only)

Thought no work available..... 1.

Awaiting reply for earlier enquires2.

Waiting to start arranged job, business or agriculture ...3.

Off season in agriculture.....4.

Occupied with home duties5.

Temporary illness6.

Full time student7.

Other (specify)8.

This question is only applied to person available for work but not looking. It identifies the reason people have not looked for work. This is important and gives an indication of their real desire for work.

Note – for persons who say they were sick for the last 4 weeks (code 6) you should go back and change Q8. They are not really available for work. Ask Q9 and delete later answers.

For persons who say they were engaged in full time studies (code 7), check that they were only available for part – time work in Q10. A full time student can only be available for part – time work or Q8 should be changed to not available, as above.

Question 14:

14. What sort of work did you do in your last job? What where your

TASCO

main tasks or duties ?

--	--	--	--

.....
INT: DESCRIBE ACTIVITY FULLY IN AT LEAST 2 WORDS.

Question 14 tells us the type of work a person has done before and thus is a very valuable indicator to the characteristics of the unemployed of the unemployed. The answer will be coded in the office later. Give a full description of the type of work and the tasks and duties.

If the person has not had a job before e.g. a school leaver **NO PRVIOUS JOB**. What adults will have done some work before, often agricultural work. Describe fully e.g. looking after cattle, maize farming.

Question 15:

15. What sort of work do you think you could do now ?

- Paid Employment – Wage job.....1.
- Self Employment –business (all types)2.
- Self employment – Agriculture incl. Livestock and fishing3.

This question is an important indication of the type of work the unemployed are looking for. Note that Self Employment in business includes any business activity e.g. fundis, selling buns, nuts etc. Only one answer is allowed and you must identify which of the three , the unemployed respondents thinks realistically that he can do now.

Question 16:

16.For how long have you been available for work ?

- Less than 1 month.....1.
- 1 month but less than 3 months2.
- 3 months but less than 6 months.....3.
- 6 months but less than 1 year4.
- 1 year but less than 2 years5.
- More than 2 years6.

END OF INTERVIEW

The period of unemployment is of course a very valuable measure of the severity of unemployment in the country.

This is the last question for person not working and available for work i. e the unemployed.

6.8 DETAILS OF ECONOMIC ACTIVITY (Q.17 TO 51).

This page allows recording of considerable information on the economic activity of those persons we identified as working in Q6 and Q7.

There are 2 sections, Q17 to 33 (on the left hand size side of the page) and Q34 to 51 (on the right hand side) The questions are identical except for Q25 and will be explained jointly below.

For most persons Q17 to Q33 , refer to the main economic activity in the last week and Q34 to Q51 refer to any other activity last week. We are particularly interested in a person's 'other' or secondary activities as well as their main activity. We know many wage earners for example must have a secondary activity to survive.

However as explained for Q7b), we are varying this approach if the person is working at an activity. But is temporarily absent from his usual main activity (e.g. a wage earner on leave working in his own small duka). In this case we will take the usual main activity for Q17 to 33 (e.g. the wage job) and the current activity for Q33 to 51 (e.g. the duka) This should not be common.

If a respondent is in doubt about his/her main activity, it should be judged as the one in which he/she spends most of his/her time.

NOTE PARTICULAR THE FOLLOWING.

Agricultural activities should all be combined as one activity. For example, do not make maize growing the main activity and cassava growing as a secondary activity. Another example, do not make harvesting as a secondary activity and ploughing as a secondary activity Similar examples apply for non- agricultural activities. If a person does several activities in his one job for the same employer, These should be combined. Examples, Driver and Storemen, watchmen and cleaner, accountant and sales-man. However always give the major activity, the one on which most time is spent, first.

Question 17 and 35

D. MAIN (ONLY) ECONOMIC ACTIVITY

The following set of questions refer to the economic activity on which you spend most of your time if you have more than one activity.

The following sets of questions refer to the economic activity on which you spend most of your time if you have more than one activity.

17. What sort of work do you do ? What are your main tasks or duties ?

.....
INT: Describe activity fully in at least 2 words

Q.17. TASCO

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In these questions you should record a good description of the person actual work activity. Describe the tasks and duties so we can code it well to our new occupation classification. TASCO.

Examples:

Good description	Poor description
Registry Clerk filling letters	Clerk
Cleaner of offices and building	Cleaner
Mechanic for cars	Mechanic
Secondary school Teacher	Teacher
Maize & Vegetable farmer	Farmer
Plumber for house pipes	Fundi
Furniture maker	Carpenter

Try to give at least two words for the description and it should be what the person does, not what the business or officer does not what the business or officer does .

Question 18 (a) and 36 (a):

19. (a) Is this work :-

As a paid employee1.)
 Self employed (non-agric.)) **GO TO**

with employees	2.)	Q20
without employees	3.)	GO TO
Unpaid family helper (non-agric.)	4.)	Q 19
Unpaid family helper (agric.)	5.)	Continue
On your own farm or shamba.....	6.)	

In these questions, we identify the person's status in employment. They are the same categories which we used for status of usual activity but are explained again here as the order is slightly different.

Paid Employed person. The person can be paid in Cash or kind and include permanent, casual or temporary employees in our reference week.

Self Employed non - agricultural. (code 2 & 3) This includes any big or small business which the person owns or works in and shares in the profits. It can be in a duka business, a maandazi seller or a large Company. The person can be working alone or in a partnership or group. If this income is the profit or a share in the profit, he is self employed. If he is paid a wage, he is an employee (code 1). The group is sub divided into, with employees (code 2) and without employees (code 3). Employees can be of any type and paid in cash or kind (e.g. food).

Unpaid family helper (non agric.) (code 4) The person must be totally unpaid. This can occur particularly in shops where the wife or children work unpaid in husband business. If the business is a family business with both husband and wife actually sharing the profits (and the risks) then both should be self employed.

Working on own, family or village fare (code 5) This includes crop growing, livestock and fishing.

Question 18 (b & c) and 36 (b & c):

- (b) Is your main activity on the farm or shamba
- | | | |
|--------------------|----|-----------|
| Fishing | 1. | GO TO Q34 |
| Crop growing | 2. | Continue |
| Livestock | 3. | Continue |
- (c) What is your major crop/livestock or Animal ?..... GO TO Q34.

These questions only apply to persons working on own, family or village fares or shambas. The aim is to obtain a good industry (ISIC) code for these agricultural activities and then to skip later question (Q19 to 34 etc.) which do not really apply to agricultural situations.

In part (b) determine which branch of agriculture is the main one in term of time spent. For crop growing and livestock we proceed to (c) and ask for major crop or livestock. Livestock covers large animals (e.g. cows, pigs) and small animals (e.g. chickens). Note here we are interested in what type or crop or livestock the farm has, and not the activity of the person.

You then skip to Q 25 or Q 34. Do not ask Q.19 to 24/Q28 to 33 for persons with agriculture activities.

Questions 20/21 and 38/39:

20. Is your work reliable with regard to its availability and adequate in terms of hours
YES.....1.
NO.....2.
21. What is the name and location of the place (establishment) where you work ?
.....

These two questions in each section are used to find the correct industry code (ISIC) for non - agricultural enterprises.

In Q20 and 38 we ask for the name and location of the employing enterprise/establishment and of self employment. For large enterprises this is not difficult e.g. Cogefar, Zanzibar Wharf; Libert Shoes, Pugu road. Such clear names and locations allow coders to either code accurately from local knowledge of the enterprise or to look up the NBS Register of Establishments which has industry codes for all large enterprises. For small enterprises which are scattered in towns or villages give a general but clear description of the name (if any) and the location. Examples:- Ujamaa shop, kitanda village; Juma's repair shop, of mtoni street; Maandazi selling outside own house. The name and location is not so important for small industries but can still be useful.

In Q21 and 39 we require a clear description of the economic activity at that location. Note we want to know what the enterprise does or produces not what the person does there. Examples:- Wharf construction, shoe manufacturing, sale of clothes, manufacture and repair of stoves, making and selling maandazi. This description is very important for small enterprises, as it is usually our only real information for industry coding. Note that, for big enterprises, there are often more than one economic activity at the one location. Examples:- A sugar estate with both a farmer and a factory. A & b factory with several plants making different items. In such cases try to describe the activity of the section or department in which the person works.

For government employees, give the name of the Department (not the ministry) and location in Q 20, 38 and the activity of that department at that location Q21,39.

The following problem cases have been noted in tests:-

- (i) Mobile workers e.g. a fundi going from site to site making repairs. The location we want is of the employer or of his own business e.g. barkly Electronical, Willy's Repair service and description should of that business e.g. Electrical repair, plumbing repair and not of the site he is currently working on.
- (2) Watchmen working for a security company e.g. Group 4, should be recorded as working for that company and the industry of that company e.g. security service, and not for the location and industry where they currently work. Watchmen paid directly by a company are part of the company. In this case the actual location and industry should be given.
- (3) Political Party employees work as Private employees.

Question 22 and 40

22. Is this enterprise:-

- | | | |
|-------------------------------------|-----|--|
| Government..... | 1.) | |
| Parastatal | 2.) | |
| Political party | 3.) | |
| Partnership Registered | 4.) | |
| Co – operative - Registered | 5.) | |
| Co – operative - Unregistered | 6.) | |
| Private Self employed | 7.) | |
| Household Owned | 8.) | |
| Partnership Un-Registered..... | 9.) | |
| Private, other | 10) | |

These questions allow us to determine the sector for all workers (excluding agriculture). Note that paid employees (Q18/36) can in any category for this question but self employed and unpaid family helpers (Q18/36) can only be in the private sector (code 5).

Government (Code 1) - Include Central, Regional, District and Local Government employees.

Parastatal (Code 2) - Check doubtful cases with your supervisor. Parastatal enterprises have 50% or more government ownership and pay parastatal wage scales.

Political Parties (Code 3) - Include Political Party employees.

Co - operatives (Code 4) - Include only employees of co- operatives. Person selling crops through a co-operative are not employed by the co-operative.

Other (private etc.) (Code 10) - Include both self employed, unpaid helpers or employees of all private business, large or small. Also include employees of churches, missions and charity groups or any other organisations not covered in code 1 to 4.

Informal Sector

For the purpose of this survey, the working definition of the informal sector will be the one adopted by the Fifteenth International Conference Of Labour Statistician (ICLS) in January, 1993 but its specifications have been adapted to suit the situation in Tanzania.

The Informal Sector is considered, as a subset of household enterprises or unincorporated enterprises owned by households

- (a) The Informal Sector is defined in terms of the type of the production activities of the enterprise. Employees in the informal sector comprises of all those who were working in the production process of one or more in the sector regardless of the type of employment whether important or not.
- (b) The informal sector is considered as a subset of households enterprises or Unincorporated enterprises owned by household, they are enterprises which, are not separate legal entities independently of the household or household members which own them, do not have complete set of account which permit a clear distinction of production activities from the other activities of their owners

The enterprises may or may not employ paid labor and the activities may be carried out inside or outside the owner's home.

- (c) The informal sector comprises informal own account enterprises as well as enterprises or informal employers. These enterprises may be defined in terms of one or more of the following criteria:
 - (i) Size of employment
 - (ii) Non – registration of the enterprise
 - (iii) Non – registration of its employees (in terms of the absence of formal employment contract).
- (d) Household activities, which produce for own consumption (building or repair of own houses) will not be covered under this survey. Only activities /services produced for the market are considered.
- (e) Enterprises rendering professional or business services (e.g Doctors, Lawyers, Teachers, Accountants, Engineers, Architects etc) are included as secondary activities.
- (f) The following criteria and type of activity have been included in the informal sector category.
 - (1) Manufacturing including mining and quarrying with employees not more than 10 employees. Examples making of metal goods, timber, furniture, carvings, textiles, clothes, footwear, charcoal, beer-brewing etc.
 - (2) Manufacturing (incl. Mining and quarrying) – without employees
Examples are as above.

- (3) Construction house repair, building fundis – with not more than 10 employees.
Examples are Construction site preparation, masonry, roof making, plumbing, painting etc.
- (4) Construction house repair, building fundis – without employees. Examples as item (3) above.
- (5) Transport (good or passengers) with not more than 5 employees Examples taxi owners, Daladalas, Buses, Pickup, Bi/tricycles, hand /animal carts etc.
- (6) Trade, restaurants, hotels – with employees not more than 5 employees. These included simple bar, guesthouse, simple dukas, maandazi, soft drinks sellers' etc.
- (7) Cooked food sale, food stalls, restaurants – without employees examples as above in (6)
- (8) Market/street stalls, sellers of fruits, vegetables, meat, fish, bread, animal product, eggs etc.
- (9) Other trading – without employees, included are second hand cloth sellers, shoes, clothes, footwear, household goods, cosmetic articles, vehicle parts, paintings, lottery tickets, cigarettes, newspapers, music cassettes, flowers etc.
- (10) Repair and other services: example garages and other specialty, professions e.g repair of vehicles, legal advice, photocopying, local doctors, herbalist, garbage collection and entertainment, watches repair etc.
- (11) Agriculture (include livestock, fishing, poultry and bee-keeping) mainly in urban Areas.

Q. NO.23 and Q. no.41 asks about the total number of people who are paid by working in the Enterprise on continuous basis. INT. You are supposed to inquire thoroughly because this question is the basis to establish if the enterprise/company can be categorized into formal or informal sectors under the main or secondary economic activity.

Q.NO.24 and Q. no.42 asks if the employer/or the owner of the enterprise in order to be able to monitor the activities of his enterprise keep any written records or accounts. The purpose of this question is to establish what kind of economic Activities are under formal sectors. All activities, which keep written, record or accounts and shows all balance sheet.are considered being formal.

CURRENT HOURS WORKED UNEMPLOYMENT Q52 TO 55

The aim of this block of question is two fold, Hour worked is an important variable in itself but we also identify those persons who worked less than 40 hours (for economic reasons) and who were available for more work such persons we will categorize as underemployed on an hours bases . in this survey we have taken a broad definitions of work and thus we have probably included many people worked a few hours at some of the smaller activities. It is important that there desire for more work is identified it is thought that underemployed persons are at least as larger a number as the unemployed and need government policy attention.

Question 52:

HOURS WORKED

52. How many hours did you work each day last week, in your main economic activity and in any other economic activity ?

INT: Probe hours worked for each day of last week i.e. Monday to Sunday.
Zero hours is acceptable for persons with a job/business but not at work.

HOURS WORKED H: FULLY/UNDER EMPLOYED

INT: * PROBE HOURS WORKED FOR EACH DAY OF LAST WEEK I.E. MONDAY TO SUNDAY.

* ZERO HOURS IS ACCEPTABLE FOR PERSONS WITH A JOB/BUSINESS BUT NOT AT WORK.

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DAY	MAIN ECONOMIC (Q.17)	ANY OTHER ECONOMIC ACTIVITY (Q.34)	TOTAL
1. Monday
2. Tuesday
3. Thursday
4. Thursday
5. Friday
6. Saturday
7. Sunday
TOTAL			

Q52. HRS

M		
O		
T		
GRAND TOTAL		

You should go through each day with the respondent and probe for the hours worked on each day. You should start with the main economic activity as recorded in Q17 to 24. You then proceed with any other economic activities that are, those recorded in Q26 to 33 plus any other economic work in the week.

Some people will have difficulty remembering or knowing the hours they worked, particularly village people. You will have to work with the respondent and probe for their activities each day. Probe for mornings and afternoons, if necessary and give a normal working period (hours) for the area and activity e.g. 4 or 5 hours for a morning or afternoon. Travelling time to or from a shamba or a fishing area should be included as working time for agricultural work. Travelling time to or from a wage job or business from home is not included as work time. Do not assume full time workers always work every day last week. They may have had a day off or leave or sick.

It is possible for the hours for this main activity, or for the grand total to be zero. This should occur for those persons we identified as temporally absent in Q7. They did not work at all or in their main activity as they were temporally absent and thus the hours must be zero for that section or overall. Also persons attending paid training during the reference week should be recorded as having worked zero hours in their activity which they were absent from that week.

Finally you should add up the table down and cross and enter the total for main activity (M), other activities (O) and grand total (T) in the code boxes.

53. (a) INT: Is Q52 GRAND TOTAL < 40 HOURS
 YES ... 1. Continue
 NO 2. GO TO Q56.

This is a simple sequence guide for you. If the person worked 40 hours or more, you skip to Q38. We say such person can't be underemployed on an hours basis.

Question 53 (b)

- (b) What was the reasons you worked less than 40 hours last week ?
- | | |
|--|---------------|
| Illness, disability or aged..... | 01] GO TO Q56 |
| In school or training..... | 02] |
| Leave, holiday incl. family obligations (funerals, sick child etc.)..... | 03] |
| Did not want to work more hours..... | 04] |
| Housework duties..... | 05] |
| Cannot find more work in a job, agriculture or for a business..... | 06] GO |
| No suitable agric. land or slack period in agriculture..... | 07] TO |

Lack of raw materials, equipment and finance	08)	
Machinery, electrical or the breakdown	09)	↗ Q54.
Stood down by employer.....	10)	
Other, describe.....	11)	

The reasons for working less than 40 hours is very important for identifying the underemployed.

It is very important to note that we are asking the reason why the person worked less than 40 hours not what they are doing when not working. The first five reasons we call economic reasons. They are connected with job problems. The first two show that the person wanted more work but couldn't find it for those reasons. The next three are more connected with technical problems at where is employed, or for his /her business.

The next five reasons (06 to 10) we call non economic reasons. They are reasons such that the person could not be available for more work in the last week. For such person we skip to Q38.

Persons, particularly women, doing housework when not working do poses a problem. Stress that the reason why they are working less than 40 hours. If they are only doing housework because they can't find more work e.g. more business for their buns then the reason for working less than 40 hours is economic, code 01. If they are working less than 40 hours because they have to spend time on children, cooking etc, then the reason is non-economic code 06. The reason is what we are after, not the activity.

Code 07 (illness etc.) and 08 (schooling etc.) are more straight forward. Note that code of 09 is only meant to cover cases of persons taking holidays or leave from a job or business for recreation or for family obligations e.g. leave for funerals, or family illness.

Person whose full time job is less than 35 hours e.g. teachers, should give the reason as before . it could be `can't` find more work (code 01) e.g. a second job or `do not want to work more hours (Code 10)`.

'Other' cases should be kept to a minimum. Try to allocate to code 01 to 10 if possible.

A person may have more than one reason and you must decide what is the main reason. Economic reasons should take priority over non-economic if in doubt.

Note that persons temporarily absent from work in the last week (Q7) will almost always answer this question. The reason for the temporary absence may be economic (stood down, machinery breakdown etc.) or non-economic (leave, sickness etc.). This is important data in its own right. The reasons for persons on paid training should be `in school or training` (code 08).

Question 54:

54. Were you available for work more hours last week ?
- | | |
|-----|---------------|
| YES | 1. Continue |
| NO | 2. GO TO Q56. |

This small question is very important and determines whether a person is to be classified as currently underemployed or not. A person is available or more if he or she have done more economic work of any variety in the last week, if that work is offered (e.g. wage job (business)) or was there to be done (e.g. farming). They have to be actively looking but must be available. A housewife with household

duties could still be available, as she may be able to make other arrangements for children or household duties.

Question 55:

55. What main sort of additional work would you prefer to do ?
- Paid employment – Wage job 1.
 - Self employment – Small scale business (all types) 2.
 - Self employment – Agriculture incl. livestock and fishing..... 3.

This question is only asked of person available for more work. Note that small scale business cover everything from selling buns, fundi business to a teacher doing private tutoring. You must help the respondent to decide on main type of work if the person says `an` or more than one type.

6.10 USUAL HOURS WORKED AND USUAL UNDEREMPLOYMENT Q57 TO Q59:

Note that the last section was on current hours. In Q17 to 33 we had asked about current activity and thus followed with the hours worked in that week in those activities. In this section we are asking about the same activities but asking for the usual hours.

The questions are very similar to those in the last section except that we ask about a person's usual hours rather than their hours last week (i.e. current hours). The aim is to look at the usual situation rather than the fixed period last week, which may have been unusual. We attempt to measure usual underemployment as well as current underemployment. There should be no zero hours as the person temporarily absent last week must have some `usual` hours.

Question 57:

USUAL HOURS

57. How many hours a week do you usually work in

- your main activity
- any other economic activity

TOTAL **HRS.**

Q57

M O T		

We do not probe on a day to day basis for usual hours but you should try to record an accurate figure both for hours at the main activity and at any other economic activity.

Question 58 (a):

58.(a) INT: Is Q57 TOTAL <40 Hours ?

- YES ...1. Continue.
- NO ...2. GO TO Q60.

Q58(a)

A sequence guide for you. Person worked 40 hours or more cannot be underemployed (by hours worked criterion) and skip the next two questions.

Question 58 (b):

HOURS (CONTINUED)

FORM LFS 2
PAGE 6

(b) What was the main reason you usually work less than 40 hours?

Illness, disability or aged1

In school or training.....	2	
Do not want to work more hours	3	
Housework duties.....	4)	GO
Cannot find more work in a job, agriculture or for a business	5)	TO
No suitable agric. land available.....	6)	Q60.
Lack of raw materials, equipment and finance	7)	
Other (describe).....	8.	

The reasons worked less than 40 hours are again very important for determining underemployment. The reasons given are the same as for Q53 (b) except that reason for short term or seasonal absences have been removed. The first three reasons are economic (cannot find more work etc) and you continue to Q59 and ask about the availability. The next four reasons are non economic and for them you skip Q59 as for Q53 (b) take care to obtain the reason particularly for women engaged in housework. Record the correct reason carefully for this important measure of usual underemployment. Use other as little as possible.

59. Are you usually available to work more hours ?

YES ...1.
NO ...2.

The same concept of availability applies as on current basis (see Q54). However ensure that the person is usually available for more work.

INCOME (Q60 TO Q62):

Income is a very important piece of information for all economic or social surveys. However it is sensitive and difficult to collect. It has been deliberately put last not because it is unimportant but because of its sensitivity.

We can only get a good guide to a person's or a family's welfare if we can obtain some information on income. You must explain this to the respondents. Stress that the information is confidential and won't be given to taxation or any other officials.

We are trying to find the income for all wage jobs and all self employment (businesses etc.) except rural agriculture. We have excluded rural agricultural income as this is the best measured by specialist agricultural surveys (e.g. AGSASU).

There are three questions in this section and they refer to three sources of income:-

Q60 - Wage Income
Q61 - Self Employed
Q62 - Urban Agriculture

These questions directly relate to the activities recorded on page 4.

If the person is recorded as paid employed in Q18(a) or Q36 (a), there must be a wage income for Q60.
If the person is recorded as a self employed in Q18 (a) or Q36 (a), there must be a self employed income for Q61.

If the person is recorded as working on own or family farm or shamba in Q18 (a) or Q36 (a), and it is an urban area, there must be agriculture income for Q62 (again it could be zero).

Activities and income must agree for our analysis.

For all incomes shillings with no cents are to be entered.

Question 60:

I: INCOME: INT: YOU MUST REFER BACK TO Q18 AND 36 FOR THESE QUESTIONS.

60. (a) INT: Was this person a paid employee in main or secondary activity last week ?

YES 1. Continue
NO 2. GO TO Q61

(b) What was your gross cash income from your paid employment last month (all paid jobs) Q60(b)

T.SHS.....

It is relatively easy to obtain the income for paid employment. Note that we want the total Gross Income before any deduction i.e. tax, rent etc. the gross should include any responsibility or acting allowance. Note we always want the wage income for the month.

If a person has just started a job and has yet to be paid, record his/her expected gross income.

If a person was temporarily absent from his wage job last month and was not paid, record his/her usual monthly income.

Question 61:

61. (a) INT: Was this person self employed (not in agriculture) last week ?

YES.....1. Continue.
NO2. GO TO Q62.

(b) What gross income/takings did you get from your business or businesses last week/month ?

T.SHS PERIOD (P) Week 1.
Month 2.

(i).....

(c) What were your expenses to earn this money ?

T. SHS. PERIOD (P) Week 1.
Month 2.

(ii).....

(d) Your net income from your business or businesses is thus:-

(i) - (ii) in the last week/month
T.SHS. PERIOD (P) Week 1.
Month 2

(iii).....

(e) How many months did this enterprise operate in the last 12 months ?.

Q61(d)

P
Q61(e)

Income from self-employment is much more difficult as many people do not keep records. However it is very important that we get some estimate of their income, even a rough approximation.

Note that all types of self-employment are included e.g. bun selling, fundi business, tutoring, etc., all the variety of work activities as recorded on page 4.

The question has three real parts. In (b) we ask for the gross takings. In (c) we ask for the expenses to earn that money. (d) is to be calculated by you and is (b) - (c). We have found that if we simply ask for the business income, people often forget to deduct their expenses. Almost all business have some expenses e.g. costs of supplies, ingredients, loan repayments, electricity or parts.

The important figure is (d), which will enter in the computer. That is the person's profit. If you will fail completely to get an estimate of takings and expenses, try to at least get a rough figure of the profit.

Usually try to get the estimates for a month. However for very small businesses a week may more suitable. Make sure you circle the correct number for period you are using.

If the person made no income or negative income last month or week because they were temporary absence from the activity (e.g. sick) or because of some unusual event, record an average usual income preferable for a month.

Lastly we ask you for a moment on the profit figure if you think he has understated his profit say so and give an estimate of the real profit this can and should be done after the interview. However do try to get a better figure, if possible at the interviewer.

62. (a) INT: *Is this an urban area and was the person engaged in agriculture last week?*

YES.....1. Continue

NO.....2. END OF QUESTIONS.

(b) What was your net income from your agricultural work in the last week/month ? T. SHS. **PERIOD (P)** Week 1. Month 2

.....
or NIL (home use only)

END OF INTERVIEW

Q62(b)

P

This last question is about agricultural income but only for urban areas. This activity can be particularly important as a secondary income for urban wage earners or urban households. You ask this question if you are interviewing in an urban area. The Shamba may be outside the urban area. The agricultural activity must be a correct work activity for the person and thus it is unlikely that the shamba will be very far away. If the activity has been recorded in Q18a, or Q27a, we must have an income.

The problems relating to business income also apply to agricultural income. You should try to obtain a figure for the profit or income net of expenses. Again remember to mark the period (month or week).

CHAPTER 7 FORM CLS 1

THE HEAD OF THE HOUSEHOLD/GUARDIANS OR PARENTS' QUESTIONNAIRE

7.1 AIM AND CONTENTS

FORM CLS 1 Collects information for all children (in the household) between 5 and 17 years of age and 'in' coverage of sample households. The information is collected by interviewing the guardian or parents of children in that particular household. There is usually only one CLS 1 for each selected household.

CLS 1 collect information for child labour survey. The respondent is asked the information about the children who are engaged in economic or non economic activities and these are known after

the completion of LFS 2. The information obtained is very important, in order to establish the extent the child is engaged in usual and current activities through hours work, earnings, health and safety aspects and migration status.

7.2 **THE INDICATIVE.** The indicative is on the left hand side of page 1 and is very important, identification for each household and is at the top of the page.

REGION..... **E.A. NO/VILLAGE**.....
DISTRICT..... **URBAN/RURAL**.....
WARD.....

All details are the same as on the front page of LFS 1 except that, the branch/village, street and name. Up the urban/ rural number should be copied exactly and carefully (particularly the code numbers) from page 1 of LFS 1.

Other top of form information

INTERVIEWER NAME
RESPONDENT NAME
HOUSEHOLD NO

Enter your name briefly as you start the interview.

The respondent name and number comes from the row for that person on page 2 of LFS 1. Take care to record the respondent number correctly so that the information on LFS 1 is tied to the CLS information for the same person on computer records. The respondent number and name should definitely be entered during the interview. the household number should be copied exactly and carefully from page 1 of LFS 1.

7.3 **(Q 1.1 to Q 1.3) page 1 SECTION ONE**

This section covers particulars of earnings and hours of work of children 5 to 17 years of age during last week. This section is a continuation of questions from LFS 2 for those children who were working during the last calendar week – Monday to Sunday of the last week. It is very important to refer to question 6 LFS 2 on current activity and to check if that particular child worked and then continue with Q 1.1.

Q 1.1 If currently in paid employment, how is (name of child) paid. This question should be asked from the guardians/parents children 5 – 17 years old having code 1 as per Q. No. 6 of LFS 2 and ascertain the mode of payment. This question seeks information on the periodicity of payments. It seeks to find out if the working child enjoys a regular fixed pay period not different from the normal full time employment.

The periods for payment are given below

1. Piece rate
2. Hourly
3. Daily
4. Weekly
5. Monthly
6. Other, specify.

- 1 Piece rate **The payment is made on the basis of the portion of work done irrespective of time spent performing the work.**
 - 2 Hourly **The payment is made on the basis of the number of hours spent on the job. There is a fixed wage rate per hour of work although is not necessarily administered after every hours of work.**
 - 3 Daily **Payment is made for everyday of work, ideally at the end of the days work.**
 - 4 Weekly **Payment is made for every week of work, ideally at the end of the week.**
 - 5 Monthly **Payment is made for monthly basis.**
- Write code 6 and write specification.

Q. 1.2. What was amount paid to (name of child) for the latest pay period?

Shs.in cash (without cents)1a
 Indicate the pay period (day)1b
 Shs. in kind (estimates all payments)2a
 Pay period (day)2b
 Total earnings: in cash and in kind (1a and 2b)3

This question should be asked from parents/guardians of children having code 1 as per Q. No. 6 in LFS 2 . The amount paid in cash or in kind refers to the amount that the respondent was actually paid for his or her job, write down the cash/salary actually paid during the last pay period. Further more, if the respondent also did actually receive payment in kind for the last pay period, the imputed market value should be given. Indicate the pay period and finally find the total earnings in cash and in-kind.

Q 1.3. During which time and how many hours does (name of child) usually works?

Day time for hours per day

Evening time for hours per evening

Night time for hours per night.

This question should be asked parents/guardian of children 5 – 17 years old having code `1' as per a question No. 6 and 7a in LFS 2form. Usually hours refers to the hours that the child usually works on each day in his /her job. Write down the number of hours that the child usually works during the day time on the space provided on code 1, the evening time code 2 and night time – space on code 3.

7.4.1.1 SECTION II – USUAL ECONOMIC ACTIVITY OF CHILDREN 5 – 17 YEARS DURING LAST 12 MONTHS.

This section is for children who are indicated to have worked either in paid or self employment i.e. Q. 18 code 1 to 3 or Q 36code 1.

Who is usually working ?

A child is regarded as having worked if she/he worked for pay, profit or family gain during aged during the 12 months.

- (a) All children aged 5 – 17 who were in paid employment for most of the last 12 months preceding the reference night irrespective of how much they were paid.
- (b) Children who were self employed for most of 12 months preceding the reference night.
- (c) Children aged 5 to 17n years who were engaged in activities for a family member or a relative without pay – unpaid family workers.
- (d) Children, male and female who farmed, hunted or fished for household consumption, if this production makes up a substantial contribution to the total food consumption to the household, should be regarded as having worked.

- (e) Children apprentices who receive pay in cash or in kind.
- (f) Children who while engaged in household duties were at the same time in paid or self – employment.
- (g) Children aged 5 to 17 years who while studying were at the same time in paid or self employment. Student who look after cattle after school hours or at weekends should be treated as having worked.
- (h) Those who did not work but have a job or business or a holding (subsistence farming) should also be included.

Q. 2.1. Was (name of child) also attending school while he/she was engaged in economic activities during the last 12 months?

Yes..... 1

No.....2

The question should be asked for all employed and unemployed children enrolled in school. The purpose of this question is to find out if the work that children perform hinders their schooling. One of the two response categories should be circled;

Yes..... 1

No.....2

7.5 SECTION III: NON – ECONOMIC ACTIVITY OF CHILDREN 5 – 17 YEARS DURING LAST WEEK.

Housekeeping activities/household chores of children 5 – 17 years old. These are personal services of a domestic nature provided by unpaid household child members and, as such are considered as non-economic. They include preparing and serving meals; making, mending, washing and pressing clothes ; shopping caring for siblings or sick and in firm persons in the household; clearing and maintaining of the household dwelling; using clearing, serving and repairing household durable, transporting of household members or their goods; etc.

Q.3.1 Has (name of child) been engaged in housekeeping activities or household chores in own parents'/guardians' home on a regular basis during last week?

- Yes.....1
 Less than 3 hours each day.....1a
 3 – 4 hours each day.....1b
 5 – 6 hours each day.....1c
 7– 8 hours each day.....1d
 9 hours.....1e
 No.....2

This question asks about housekeeping activities. Many young people are likely to help to some extent in their own parents or guardians home. The activities which we established as economic activities are not included in this question.

In this question we are trying determine if these activities took a reasonable amount of the young people's time. If the answer is 'Yes' ask the average amount of time the child spent each day during the last week in non – economic activities.

7.6 SECTION IV: HEALTH AND SAFETY ASPECTS OF CHILDREN 5 – 17 YEARS OLD WHO WORKED AT ANY TIME IN THE PAST 12 MONTHS.

This section deals with occupational health and safety for the working children and those unemployed children who worked before in the last 12 months. The is to establish whether these children are/were exposed to hazards that are detrimental to their physical, mental and emotional well being.

Q.4.1. Has (name of child) ever been hurt at work/work place or suffered from illnesses/injuries due to his/her work at any time?

This question should be asked from parents/guardians of all children 5 – 17 years old who worked in the last 12 months in Q.1 LFS 2. Please Enquirer whether he/she suffered from illness/injury in the past. Mark code '1' YES otherwise mark code '2' and skip to Q 4.6 the question about protective wear.

Q.4.2. If 'YES' in Q.4.1 above, how often was (name) hurt or suffered from illnesses/injuries. If code '1' is marked in Q.4.1, read the frequency options of illness/injury from 1 to 3 and mark any one option as reported by the respondent.

Q.4.3. What were the activities/industries in which (name of child) was injured/hurt or from which he/she suffered illness? (list up to 5 activities/industries). This question should asked from the respondent of children who suffered from illness/injury and list the maximum of five activities/industries at the place of work where the child was working when he/she suffered from illness/injury as reported by respondent.

Q.4.4. What were the occupation or jobs held by (name of child) when the accident happened or which he/she suffered illness? (list up to five occupations or jobs). This question should be asked from respondent of children who suffered from illness/injury and list a maximum of 5 occupations/jobs working child was performing when he/she suffered from illness/injury as reported by the respondent.

Q.4.5 Who paid for medical treatment? (more than one answers acceptable). Please read the list of options from 1 – 5 and Enquirer those who made the payment for the medical treatment of the illness/injured child.

Q.4.6. Does (name of child) use of the following protective wear while working ?, more than one answers is acceptable). Please Enquirer about the use of protective wear listed from 1 to 7 from the child who worked in the last 12 months. Mark those used by the child while working.

Q.4.7. Do other people doing the same work use protective wear while working?

Yes.....1

No.....2

Please Enquirer about the use of protective wear of other people doing the same work. Mark code `1` if other people are using the protective wear. If other people are not using the protective wear, mark code `2` and go to section V.

- Q.4.8. If `Yes` in Q.4.7. above, which of the following do they usually use?** (more one answer acceptable). This question should be asked from respondents for all children 5 – 17 years old having code `1` as per Q.4.7. Please read the listed protective wears from 1 to 6 and mark those used by other people according to the response of the respondent.

7.7 SECTION V: PLACE OF WORK/EMPLOYERS OF CHILDREN 5 – 17 YEARS OF AGE.

This section covers questions for children working for others or on their own. This is aimed at establishing if the parents or guardians are aware of the place where their children are employed. This should include children working for someone else full time, part time, casual work, piece work etc.

5.1 If working for someone other than own parents or guardians, do you know where and for whom (name) work?.

This question should be asked from the respondent for the employed children working for other or their own having code `1` or `2` or `3` of questions 18 or 36 of LFS 2. If the answer is yes mark code `1` otherwise go to section VI.

5.2 If `YES` in Q.5.1. above, please give the name and address of his/her employer.

This question should be asked from all children 5 – 17 years old having code `1` in Q.5.1. and ascertain the name and address of his/her employer. The address should be as precise as possible.

5.3 If (name) is working independently somewhere, please give the location where he/she usually works.

This question should be asked from respondents of all children 5 – 17 years old having code `1` in Q.5.1 and working independently in order to establish where his/her working place is located.

7.8 SECTION VI: CHILDREN 5 – 17 YEARS OLD WORKING AS EMPLOYEES FOR SOMEONE ELSE FOR PAYMENTS IN CASH OR IN – KIND, OR WITHOUT ANY PAYMENT.

This section should be asked from parents/guardians or relatives with whom the working child is living. These are children who were in paid or unpaid employment situation Q. 18 or 36. Codes `1`, `4`, or `5` in LFS 2. The aim is to know the relationship between the working child and his/her employer.

6.1 If (name) is working for someone, how was his/her relationship with he employer?

This question should be asked from parents/guardians or relatives with whom the working child is living and ascertain the relationship with his/her employer. The relationship between the working child and his/her employer is an important indicator of the environment in which the child works. If the relationship is good mark code `1` if indifferent mark code `3` and go to Q.6.3. Mark code `2` if the relationship is bad and proceed to Q.6.2.

- 6.2 If `bad` (i.e. code `2` in Q.6.1. above) give main reasons** (more than one answer acceptable). This question is only for those respondents code `2` in Q.6.1. write a code of an appropriate main reason that accounts for the bad relationship between the employer and the employed child.

6.3 **Which of the following benefits were provided by the employer?** (more than one answer acceptable).

There exists many ways employers provided benefits to their employees. The respondent should state the main benefits accorded to the child. You should circle the codes for the relevant categories as mentioned by the respondent. The types of the benefits are:-

1. **Paid holiday**
2. Paid sick leave
3. Social security
4. Bonus regularly
5. Free uniform
6. Subsidised uniform
7. Free meals
8. Subsidised meals
9. Free transport
10. Subsidised transport
11. Free lodging
12. Subsidised lodging
13. Others, please specify
14. No benefits at all
15. Don't know.

7.9 SECTION VII: CHILDREN 5 – 17 YEARS OLD LIVING AWAY FROM THIS HOUSEHOLD (PARENTS' OR GUARDIANS' HOUSEHOLD)

This section should be asked from parents/guardians or other relatives to establish if there are children of this household who does not usually live or reside in the household and are not listed in the LFS 1 Questionnaire.

7.1 **Is there any child (or children) of this household who does (do) not usually live or reside here not listed in LFS 1 form?** If the answer is 'Yes' list down the names, sex, age, and the address of these children. If the answer is 'No', go to section VIII.

7.2 **If 'Yes' in Q. 7.1 above, do you know where this child lives or resides at the present time?.** This question aimed at finding if the respondent knows where the child/children lives. Mark code '1' if the answer is 'Yes' otherwise go to Q.7.4.

7.3 **If 'Yes' in Q.7.2. above, with whom and where does (name) live or reside now?** Please specify as much as possible. This question should be asked from parents/guardians of children who are residing outside the household. The name or institution and address of a person should be filled.

7.4 **What does (name) do where he/she now?** This question should be asked from parents or guardians in order to know the activities of the children 5 --17 years old who are living away from this household. Please read all the options from 1 to 5 and mark any one code according to the response of the respondent.

- 7.5 **Does (name) get in touch with this household?** Yes.....1
No.....2

This question should be asked in order to establish if there is a communication between this household and that particular child. Mark code `1` if the child is in touch with this household otherwise mark code `2` and this interview is terminated for this child.

- 7.6 **If `Yes` in Q. 7.5. above, where was the last time he/she contacted this household (i.e., most recent contact)?**

Give the month and year.....

The respondent is supposed to give the month and year the last time the child contacted this household.

- 7.7 **Does (name) sometime send money/goods etc. to this household?**

Yes.....1(continue)

No.....2. (terminate the interview)

This question should be asked from the parents/guardians so as to establish if the child is giving some of his earnings to help the household. Mark code `1` if Yes otherwise mark code `2` and terminate the interview for this child.

- 7.8. **If `Yes` in Q.7.7. above, when was the last time he/she sent money/goods etc?** Give the month and year.....

In this question the respondent should give the last month and year and then terminate the interview with this child.

7.10 **SECTION VIII: PERCEPTION OF PARENTS/GUARDIANS OR OTHER RELATIVES WITH WHOM THE WORKING CHILD USUALLY RESIDE.**

This section should be asked from those parents/guardians or other relatives with working children 5 – 17 years old are usually working. The respondent should answer questions for children who worked i.e. Q.18 and 36 in LFS 2. The opinion of the parents/guardians about the working children is very important in order to get their perception regarding this children to work.

- 8.1 **What does (name) do for fun, when not working?** (more than one answer acceptable). This question should be asked from the parents/guardians or other relatives with whom the working child is usually living (i.e) children who worked in Q.18 and 36 in LFS 2. Please read all opinions from 1 and 3 and mark those reported by the respondent.
- 8.2 **If (name) is working, what is the main reason for letting him/her to work?.** Please read all the reasons from 1 to 6 and ascertain the appropriate reason due to which the child is working.
- 8.3 **If (name) stops working, what will happen?.** This question should be asked from parents/guardians or other relatives of the working child in order to get the effects to the household if the child stops working. Please read all the listed options from 1 to 10 and ascertain one of the happening when the child stops working.
- 8.4 **If given a choice, what would you prefer the child do in future?** This question will give an idea about the desire of parents/guardians prefer for the child in future. Please read all the listed desires one by one from 1 to 10 to the parent/guardian of the working child and circle the one reported by the respondent.
- 8.5 **At what age did (name of child) start to work for the first time (i.e. in economic or non-economic activity for the first time).** This question will give the information about the age at which the child

started to work. Ask for the age when the child started working and record the age in complete years e.g. a child who is 15 years and 11 months old will have 15 entered as hi/her age.

7.11 **SECTION IX: MIGRATION STATUS OF CHILDREN 5 – 17 YEARS OF AGE.**

This section covers questions about migration status of children 5 – 17 years of age who are living with their parents or guardians.

9.1. **Has (name) always been living with the present household/family?**

Yes.....1 End interview for this child

No.....2 continue

The respondent in this question is supposed to answer for every child living in the household. A child who has always been living in the household should be mark code 1 and this will be the end of interview for this child. If the answer is No circle code 2.

9.2 **If ‘NO’ in Q. 9.1 above, where was the last place of usual residence of (name) prior to coming to this house family residence?** Record the appropriate name of the village, Town and City of prior residence after asking the respondent.

9.3 **What was (name) doing in the last place of usual residence prior to coming to this household?** Please read all the listed options from code 1 to if and circle the one reported by the respondent.

9.4 **How long has (name) been living/residing in the present place of residence/present household?** Months (if less than 12 months/1 year (if 12 months or longer))

This question should be asked from the respondent about all children who are residing in present household but came from other places.

If the child has stayed less than 12 months in the present household circle code 1 and for those who have stayed more than 12 months circle code 2.

9.5 **What was the main reason that (name) came to live/reside with the present household/family?** There is often a separate reason for each child in the household that had made him/her to reside with the present household. Please read all the listed options from code 1 to 5 and mark any one code according to the response of the respondent.

Question 9.5 is the last question of form CLS 1 to be addressed to parents or guardians. This is the end of questions in the CLS 1 form go to CLS 2 form with questions to be addressed to children 5 – 17 years of age.

CHAPTER 7:

CLS 2 FORM.

CLS 2: THE QUESTIONNAIRE FOR THE CHILDREN BETWEEN 5 – 17 YEARS OF AGE.

8.1 CONTENTS:

Form CLS 2 is for those children aged 5 – 17 years of age. Check the age the respondent from the LFS 1 column 2 with a tick in column 8 and respondent in LFS 2. These should be all children 5 – 17 years old.

8.2 THE INDICATIVE

The information is the same as on CLS 1 form. Please copy the information CLS 1 form and enter the name and number of the respondent from LFS 1 column 2.

8.3 QUESTIONS

1. Are you currently attending school or training institution?

Yes full time.....1)

Yes, part time.....2) Go to Q.3
 No.....3) Continue

This question should be asked from every child 5 – 17 years old and note whether the child currently attending school or training institution or not. Mark code `1` if attending school or training institution full time and if part time mark code `2` then skip to Q.3 otherwise code `3` and go to Q.2.

2. **If `NO` in Q. 1 what is the main reason for not going to school or training institution ?**
 Please read all the listed reasons due to which the child is not attending school or training institution from 1 to 13 and mark any one according to the response of the respondent and skip to Q. 4.

3. **If attending school or institution on a full time or part time, but also working, does your work affect your regular attendance or studies?** Yes1
 No.....2

This question should be asked from children having codes 1 or 2 as per Q. 1 mark code `1` if work affects the school attendance of the children otherwise mark code `2`. Try not to bias the respondent in any way but do get a well thought out answer.

4. **Have you ever been injured at your work place or suffered illness due to work conditions or occupation/job at any time in the past, including previous work or occupation/job?**
 Yes.....1 Continue
 No.....2 Go to Q. 9.

The aim of this question is to establish whether the child is/was exposed to hazards that are detrimental to his/her physical mental and emotional well being. Ask this question to all working children. If the answer is `YES` mark code 1 otherwise mark code `2` skip to Q. 9.

5. **If `Yes` in Q. 4 above, what was/were the nature of your illness/injuries?** This question is aimed at ascertaining the nature of the illness/injuries from which child suffered. Read all listed illness/injuries from 1 – 9 and mark any one reported by the respondent.

6. **Referring to the most serious illness/injury, how serious was the illness/injury?** This question gathers information on the intensity of the illness/injuries suffered.

The seriousness of illness/injuries often results in lost work time and restricted schooling. Please read all listed options from 1 to 6 and circle any one code according to the response of the respondent.

7. **If code `3` or if in Q. 6 above, please give the number of days**
 If due to illness/injuries, the child is hospitalised or stopped work i.e. code `3` and `4` in Q. 6 then enquire the number of days the child was hospitalised or stopped working. Enter the total number of days in the given book.

8. **Where did you consult a doctor?** (more than one answer acceptable). Please read all the options from 1 to 6 and circle any one or more codes according to the response of the respondent.

9. **Are you required to operate my tools, equipment, machines, etc. at your workplace or on your occupation/ job?** Yes.....1
 No.....2

This question should be asked from all working children and enquire whether he/she operates any tool, equipment or machines at his/her work place. If the child operates any tool, equipment or machine mark code `1` otherwise mark code `2`.

10. **Were you/are you aware of any likely health problems or possible hazards, illness or injuries in connection with your work?** Yes.....1
No.....2

This question should be asked from all working children and enquirer whether he/she was if likely health problems or possible injuries/accidents in connection to his/her work. Mark code `1` if child was aware otherwise mark code `2`.

11. **Do you face any problems or difficulties with the present job?** Yes.....1
No.....2

Please enquirer from the working child about the problems or difficulties he/she is facing in connection with his/her present job. Mark code `1` if there is any problem and otherwise mark code `2`.

12. **At what age did you start to work for the first time?**
 Age (in a complete years.....years of age.
 The purpose of this question is to determine the age at which the child started working for the first time. Enter the age at which the child started working in a complete years.

13. **If given a choice, what would you like to do now and in the future?**
 Now.....
 In the future.....

This question will give an idea about the desire of the child to what present and in the future. Record the proper answer from the respondent.

14. **If you are working for some one else other than your own parents or guardians, do you usually work overtime and get paid for it?** Yes,with pay.....1
 Yes, without pay.....2
 No, overtime work.....3

The purpose of this question is to find out if the child works beyond the normal working hours. If overtime is worked, probe further to find out if the child is usually compensated (paid) for the overtime worked. Code `1` should be marked for those children who usually work overtime with pay. Code `2` 1' should be marked for those children who usually work overtime without (pay) compensated. Code `3` should be marked for those children who usually do not work overtime.

15. **Do you receive wage payment prevalent in your locality for similar type of work?**
 Yes.....1
 No.....2
 Don't know.....3

This question only applies to the children in paid employment. It seeks to find out if some kind of wage differential exists in the labour market. Mark one code which is indicated by the respondent.

16. **How is your relationship with your employer?** Good.....1
 Bad.....2
 Indifferent.....3

The relationship between the working child and his/her employer is an important indication of the environment in which the child works. Thus, the purpose of this question is to give an indication on the atmosphere in which the child works.

If the relationship is good mark code `1' if indifferent mark code `3' and go to Q. 18, mark code `2' if the relationship is bad proceed to Q. 17.

17. If **“bad”** in Q. 16 above, (i.e. code `2') give the main reason.

This question is only for those respondents coded `2' in Q. 16. Read all the listed reasons from 1 to 7 one by one and record the response of the child.

18. **Referring to the latest/most recent payment, what is the approximate amount you were paid by your employer?** This question should be asked from all children of 5 – 17 years old who are paid employees. Ascertain the actual amount paid to child in cash or in kind and record the amount received in the boxes given –No-. In case of kind, imputed market value should be given. For code 2 indicate the period for which this amount was paid in days.

19. **Do you give a part or all of your earnings to your parents/guardians or other relatives you usually reside work?**

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

Mark code `1' if all the earnings for the working child go directly to parents/guardians through the employer and mark code `2' if the child gives all his/her earnings go to parents/guardians then go to Q.22. mark code `3' if part of earnings goes directly to the parents/guardians from the employer. Mark code `4' if the child gives a portion of his/her earnings to parents/guardians. Mark code `5' if the earnings of the child do not go to the parents/guardians. Mark code `6' if the respondent gives the different answer from those options above and write specification on the given space.

20. **Do you save any part of your earnings?** Yes, regularly.....1 Continue
 Yes, occasionally.....2 Continue
 No.....3 Go to Q. 22

Mark for the code appropriate response of the respondent. If answer is NO, mark code `3` and skip to Q. 22; otherwise for codes `1` & `2` continue.

- 21 **If “Yes” in Q. 20 above, (i.e. code 1 or 2) what is the main reason for serving?** This question is only for those respondents coded 1 – 2 in Q. 20. There could be many reasons for serving. Mark the main reason. In this question utilization of servings made by the child should be enquired.

- 22 **Are you satisfied with your present job?** Yes.....1 Go to Q. 24
 No.....2 Continue

This question should be asked from all employed children. The purpose of this question is to establish job satisfaction. Mark code `1` if the child is satisfied from his/her present job and go to Q. 24. Otherwise mark code `2` and proceed to the next question.

23. **If “No” in Q. 22 above, why not?** This question should be asked from children not satisfied from their present jobs and read all the options from 1 to 5 below and mark any one code reported by the child.

24. **If working for someone else other than your parents/guardians, where and for whom do you usually work?**

This question should be asked from all working children in order to establish if they are working for other people than their parents/guardians. For those who are working for others please, ask the address or locality of working place, name of employer, establishment or enterprise and write down on the given space.

25. **If working independently, please specify address or locality.**

This question should be asked from the respondents who are working independently. In order to establish where his/her working place is located. Please write down the address and name of the locality.

Question 25 is the last question of CLS 2 form, please check if you have completed it correctly and then terminate the interview.

Remarks /Comments of the interviewer concerning this interview if any should be noted on the given space.

CHAPTER 8: OPERATIONAL PROCEDURES AND PROBLEMS.

7.1 BASIC DOCUMENTS

You will be given a workload folder of basic documents for identifying your area and your selected households, for each survey workload. This will consist of:-

The workload listing sheet which gives a complete list of all household to be interviewed (see Chapter 2 and 7.5 below).

A map of the E.A of village with a description of the boundaries.

A copy of the office listing or households (sample and non-sample) for that or village.

7.2 LOCAL ARRANGEMENTS

Alerting local authorities to the purpose of the survey and when and where you will be interviewing is a key element to the success of the survey.

The ward or Village Authorities and 10 cell leaders will have been alerted to the survey prior to the listing. At that time, they will have had the survey explained to them. They will also have been given a pamphlet about the survey. You will in most cases have participated in the listing and should already known the local officials.

Before interviewing for the main questionnaires, you must again ensure that the local authorities have been briefed and are full aware what you doing. Your supervisor should have already done this for you and made arrangements for you to meet the officials (if necessary) and the 10 cell leaders. You should carry some spare pamphlets to hand out, if necessary.

The 10 cell leader should go with you on your first visit to each selected household so that he/she can introduce you and help you obtain co-operation, if necessary,. It is obviously necessary that you have a good relationship with the 10 cell leaders for your workload area and that they understand the reason and importance of your task.

7.3 ORGANISING YOUR WORKLOAD

For urban areas you will have a fixed workload of approximately 30 households for your two week workload period. The aim is to complete approximately 3 households a day which should take about 10 days and allow couple of days for call backs and problems cases.

If possible, start from the top of your workload listing sheet and progressively, work through the households. Try to alert the 10 cell leaders if there is more one, approximately when you will need their services.

On your first visit to the area, usually with your supervisor (and after ensuring local authorities and the 10 cell leader and try to set appointments for the first 2 days. Do not try to do too many households on the first couple of days. The best time to find the head of households at home is from 4 PM and you must be prepared to work at these hours. Try to get some idea of how large the household is, when you set appointments - 6 adults will take longer than 2 adults.

As your workload progress you continue to set appointments allowing for callbacks to household which you haven't finished. You will gradually learn to manage your workload and complete it in the fixed time. Note that weekends are very good interviewing times as people are at home.

For rural areas you will have a variable workloads size, usually less than 30 households. The aim is also to complete the workload in 2 weeks or less.

You should start from the top of your workload listing sheet and progressively work through the households. Try to alert 10 cell leaders when you will need their help.

On your first visit to the village for the main Questionnaires, you should ensure briefing has been done and then proceed with the first 10-cell leader and try to set appointments for your first 2 days. Do not try to do too many households early. It is best to start slowly and thoroughly. In villages, you may be able to interview households at different times to urban area but you should try not to interfere with normal village activities. As with urban, allow more time for large households compared to small households.

As your workload continues, you should continue to set appointments. You will have to use weekend which are a good time to find people at home. You will gradually learn to manage your workload so that you finish it within the 2-week period.

7.4 OPERATIONAL PROBLEMS

1. Head of household not present: It is always best to have the head of household present at the first interview. Defer your interview to the next day or any time in your 2 week period, if necessary, to have the first interview with the head present.
2. Appointments: When you make appointments with households, you must try to be there at the time agreed. Do not expect respondents to wait you. Try to anticipate transport problems and arrive early, rather than late.
3. Friends or Relatives: if selected household contains good friends or relatives of yours and you think it would not be wise for you to interview them, tell your supervisor and he can arrange for another interviewer to do that household. It is hoped this will.
4. Language problems: If members of a household only speak a language which you don't know, try to arrange for someone (e.g. a school boy) to translate for you. If this is not possible, report the problem to your supervisor who will try to find an interpreter.

5. Complete refusals: if someone completely refuses to co-operate, try your best to convince them but don't be too forceful. Report to your supervisor who will come and also try to convince the respondent.
6. Vacant households and non- contacts: By a vacant household we mean that no one lives in the house. By non-contact we mean that someone lives there but you could not contact them.

Both of these cases are very serious for our sample design. For vacant houses you must be absolutely sure that no body lives there throughout your workload period. In villages and most urban areas you should be able to definitely establish this, if it is true, from 10 cell leaders or neighbours. Note the following: -

- If the household returns at any time during the workload period, interview them.
- If the usual members of the households have only moved away temporarily and it is nearby, you should still interview them although they are still residing in that household. This does occurs when a household goes to stay with relatives or friends for a celebration or other reasons (e.g. mourning) and is more common in villages than in urban areas.

We want are loss of sample dwellings caused by vacancies to be the minimum possible. Vacant houses are rare in urban areas but occur more often in villages. Note that you must not substitute another household for a selected household. The procedure above is to obtain information from the usual residents whenever practical.

Non-contacts: must be kept to the absolute minimum. You should try to find out from the 10 cell leader and neighbours when a person is likely to be home and make every effort to contact them. You may have to go to the house at different times for several days until you finally locate them. This is difficulty and requires efforts particularly in the large towns. Keep non-contacts to zero if possible. A special problem case of non-contacts can arise when the usual residents of a selected dwelling are absent on leave or for other reasons but there is someone (not a usual resident) looking after the house. If you cannot contact the usual resident during the workload period we must try to obtain the best information possible about them from whoever is staying in the house. This may be difficult and you should let your supervisor and make appropriate notes on the questionnaire.

7. Partial Response: By partial response we mean that you only obtain answers from some members of the household and/or to some of the questions.

This is also very serious. Keep these cases also to the absolute minimum. Tell your supervisor when you are having such problems and he can help you. You may have to go back many times to interview a particular person who works unusual hours or who is avoiding you. Try to get co-operation of other household members, the 10-cell leader or neighbours to help you locate such a person. In some cases you may have to interview the person at this work (if any) or even in a bar to complete the household. We rely on you to make the maximum effort to complete all your households.

8. Food and drinks: Try not to impose on people's hospitality. If you arrive at a meal time, offer to some back later. Do not refuse anything which could offend but don't impose.

9. **Completing Questionnaires:** Some people may want to complete the questionnaire themselves. Try to avoid this. It is unlikely even the most educated person can follow the questionnaire accurately themselves.
10. **Care of Questionnaires:** Remember the questionnaires are confidential. Do not leave them lying around at your house or elsewhere for unauthorised persons to read them.

7.5 THE WORKLOAD LISTING SHEET

The workload-listing sheet is the listing of the households, which you are to interview in your workload period. A completed example is attached.

The workload listing sheet gives you: -

The indicative for the EA or village, which must be, copied exactly to all survey questionnaires.

The households number for each household which must be copied exactly onto all forms for each selected household.

The 10 cell leader (balozi) in charge of each household.

The name of the head of that household.

Any other identification which is usually for that household.

An appointment/progresses column for your use.

Use of the workload listing sheet.

1. The first basic use of the workload-listing sheet is to assist you in the identifying your households. The complete listing of households of the EA or village will also be attached to further help you and a map, where available.
2. Another major use of the workload sheet is to give you the very important codes for Region, District, Ward, EA/Village, which we call the indicative. It also gives you the sample number for each household.
3. The appointment/progresses column is also very important and useful. In this column you record your progress of the workload. You thus keep this up to date and can see easily what you have done and what is yet to be done. Your supervisor will have another copy of this sheet which he will also keep up to date so that he knows your progress. The column is basically for your own use and you can note appointment or other comments to help you (e.g. absent, come back Friday).

Finally, at the completion of the workload, the workload folder, (with workload listing sheet, complete household list and map) is returned to your supervisor who checks it against all completed forms and returns it to Dar es Salaam.

CHAPTER 8: SUMMARY OF PROCEDURES.

After going through the questionnaires in detail in the last two chapters, it is now appropriate to review the whole survey procedure.

1. **Listing of households** - You will most likely assist in the listing of households. There are fixed areas of the urban centre's or certain rural villages which have been scientifically selected to represent the rest of the country. It is essential that every household in this selected area is identified and listed according to fixed rules. Identification of the boundary and listing everything inside and nothing outside the boundary is very important.
2. **Sample selection** - You may be asked to assist in the selection of the sample households from the lists above. This will be done by fixed rules to ensure there is no bias in the selection.
3. **Your workload** - You will be given a fixed workload of households to be completed in a two week period. You will first work with the 10 cell leaders to ensure you can identify each of the households. You may or may not have listed the area.
4. **Initial Contact** - At your first contact with each household, you will have to explain the purpose of the survey to the head of the household, preferably. If the head is not present, you can explain to another senior member of the household. You can either start interview immediately or make an appointment to come back another time. It is good practice each day to arrange appointment for at least next day. Try to start interviewing with the head of the household present wherever possible.
5. **Non-contacts, Vacant, Refusals** - You must keep these to the minimum, zero if possible. We want a totally effective sample, if possible. Note, however, you must always take the originally selected household. You can never substitute another household for any of the original selections.
6. **Interviewing** - For each household you start with LFS 1 preferably interviewing the head of the household for the basic household listing. You should ask each relevant person their individual questions from column 7 to 17. For all persons 10 and over and 'in' you ask column 9 to 17. You should ask the head of household the household economic questions. You then start on the LFS 2's with the head of household first preferably. You finish as many LFS 2's as possible at the one visit.
7. **Call Backs** - You should call back to interview any adults who were not present at your first visit. Keep information interviews to minimum. However ensure that you have completed LFS 2's for all members of your selected households by the end of your workload period. Record progress with each household in the Interview Control Selection.
8. **Check your work** - Checking your work should be in three stages: -

As you finish each questionnaire at a household, do a quick check to ensure it is complete and accurate.

Each evening or morning, do a through check through all completed questionnaires to ensure they are complete and accurate.

Your supervisor will check each of your questionnaires and raise any queries with you.

9. **Completion of each household** - Don't forget to thank each household for their co-operation before finally leaving. Do warn them that you or your supervisor may back if there are queries.

10. **Workload progress** - Your aim is to interview three households every day. Keep a check on your progress. If are getting behind because of large households or other problems, alert your supervisor who may be able to help you.
11. **Organisation** - Keep all the forms for each household together, LFS 2's inside the LFS 1 and all within the manilla folder supplied. Be organised in your work. Only carry the questionnaires you need for a day with a few spares. Keep all completed forms safely out of the view of unauthorised persons.
12. **Your supervisor** - Keep regular if not daily contact with your supervisor. He will you if you keep him aware of your problems.
13. **End of workload** - Check finally all your LFS 1 forms against your workload control sheet and all your LFS 2's against the LFS 1's. when sure that all forms are complete to the best of your ability return all to your supervisor.

CHAPTER 9: ADMINISTRATIVE ARRANGEMENTS

9.1 Equipment and Supplies.

Equipment for the Labour Force Survey will consist of principally Labour Force Survey Questionnaires and LFS 2 which is an individual questionnaire which will be applied to every household member 10 years and above.

Enough questionnaire will be given to you plus spear ones in case of large households, mistakes etc. always ask your supervisor in case of more questionnaires.

Apart from questionnaires, a note book and a file wallet will be given to each enumerator and supervisor so that he/she can note important observation which will be of interest for the success of the survey. During enumeration blue ball pens only will be used. Red or green ball pens should not be used. In any case, these will not be given to the enumerator. Other equipment will be supplied as and when required, such a rain coats and boots.

Plastic Bags.

It is hoped that plastic bags will be issued to kept the forms safe from wet weather conditions.

9.2 Condition of employment

Condition of employment to enumerators will be be laid down in the letter of appointments that will be given every enumerator on being employed.

9.3 Salary

Salaries to be paid to enumerators will be based on the scales applicable to all Government employees depending on academic qualifications and conditions of services as well be stipulated in the letters of appointments. Salaries for LFS field enumerators will be paid by Dar es Salaam Headquarters through Regional Statistical Officers who will deliver the salaries to the enumerators.

9.4 Transport

In the rural areas, that is, the enumeration in NMS villages, your means of transport has always been a bicycle provided by the government. During LFS this means of transport will continue being used. Where the bicycle are out of order, efforts will be made to replace them. When it becomes difficult to replace the bicycles we shall request the enumerator to do a bit of sacrifice by walking as has always been the case for many of you, since the majority of enumerators work in their home villages. The enumerators in urban areas will also be provided with bicycles so that mobility during enumeration is facilitated. The use of bicycles will be closely monitored by the RSO so that no enumerator does suffer.

9.5 Delivery of Questionnaires

Blank questionnaires for enumeration will be taken by (supervisors) after training.

Enough questionnaires to cover all the four quarters will be supplied. Also other materials required for the survey will be issued to the RSO after the training session. The RSO will then issue enough questionnaires to each enumerator every quarter.

Completed questionnaires will be handed to the supervisor (RSO or his assistant) who will check them. After checking them, and if the RSO will satisfy with the questionnaires completeness and accuracy, he will make arrangements to transmit them to Dar es Salaam.

In most cases Dar es Salaam Headquarters staff will carry them back to Dar es Salaam since they will often be in the regions monitoring progress of the survey.

We need every co -operation from you in order that this survey may be a success; the success of this survey rest entirely in the hands of the enumerators. It can be done, please play part.

9.6 General

The secretariat of the Labour Force Survey would like to assure all enumerators that your salaries will always be paid promptly. In case of bottlenecks, please do not hesitate to get in touch with the secretariat in Dar es Salaam; at P.O. Box 796, Dar es Salaam; Tel: 122722-4 and or Director General, Tel: 122725.

CHAPTER 10: SUPERVISORS SUPPLIMENT

10.1 DUTIES OF SUPERVISOR

The supervisor has a very important and key role in the survey. The way in which the supervisor does his or her duties will very much determine the success of the survey. A summary of the duties of a supervisor is given bellow.

1. **Headquarters Representatives** - The supervisor will usually act as the sole headquarters representatives in his area. He/she will be responsible for arrangements with local authorities, local

publicity etc. He will also often be responsible for administrative duties. (supplies, payments etc.). However, in the large towns there will usually be several teams and continuing or periodic HQ representative who will handle many of the duties.

2. **Team leader** - The supervisor must be a leader of his team. He/she must always try to create a spirit of interest and enthusiasm in the survey. Interviewing is not an easy task and interviewers need encouragement and leading by example. The supervisor is also the primary person responsible for any disciplinary action on interviewers but should only be resorted to, when other means have failed.
3. **Workload allocation and control** - The supervisor will be responsible for the allocation of workloads of selected households to each interviewer. He/she must continually monitor progress of each interviewer. He/she must continually monitor progress of each interviewer. In some cases, households will have to be reallocated to ensure workloads are complete in set periods (e.g. an interviewer with many large households may need assistance). The basic control document is the workload listing sheet and the supervisor must keep copies of the workload listing sheet for each interviewer. In the progress column, he should note the stage interviewer has reached and also his progress e.g. for as received and checked, OK.
4. **Training** - The supervisor is a key figure in the training program. He will sit with group of interviewers throughout the interviewer training and in most cases act as the respondent for the mock examples given. He must continuously check interviewers understanding and recording during training. The aim is to ensure that all members of the group are competent after the training. In cases a trainee will not be able to manage the interviewing task and the supervisor will be responsible for recommending his/her replacement. It is obviously essential to identify interviewer problems before going into actual fieldwork, where the problems usually only become.
5. **Observed Interviewers** - The supervisor should observe as many interviewers as possible by his team particularly early in the workload period. The aim is to correct interviewer mistakes. Correction should not normally be done during the actual interview but explained to the interviewer afterwards (unless the mistake is very serious). As he/she becomes confident of a particular interviewer's performance he should leave that interviewer and concentrate on weaker interviewers. However periodic observed interviewers should continue throughout each workload period. An Observed Interview Report Form has been supplied. This must be completed by you for two interviews (one early, one late) for each interviewer for each workload. It will be checked by visiting HQ staff and must be returned with each workload. A copy is attached as an appendix to this chapter.
6. **Editing of Forms** - This is an essential part of the supervisor's task. Every in urban area about 2 hours should be set aside probably in the morning to thoroughly check the previous days work. The supervisor should always use a red pen. A detailed editing guide is given later and the supervisor is responsible for inserting 'not stated' codes which will hopefully be rare. Only when completely satisfied, should a supervisor sign and date each questionnaire. It will be necessary in some cases to send the interviewer back to a household to correct or find more information. This must be done when necessary.

For Rural areas the supervisor will have to allow time during his visits to each sample village to sit down and thoroughly check every questionnaire completed since his previous visit. We should

try to correct mistakes, which he is in the village but, in some cases, the interviewer will have to contact the respondent again after he has gone.

7. **Re- interviews** - The supervisor should re-interview at least on household in a workload for each interviewer. This means taking the forms for the household back to the household and doing a complete interview. This is an essential check on accuracy and supervisor should explain this to respondents.
8. **Total non-response** - The supervisor should personal check all selected households declared as vacant by an interviewer to confirm this status. The supervisor should always try convert any refusal into a co-operating household. Hopefully these will be rare. The supervisor has direct responsibility for ensuring that non-response is kept to an absolute minimum.
9. **Non-contacts and Partial Response** - The supervisor should assist interviewer with problems contacting whole households or individual members of a household. Read thoroughly chapter 7.4 on operational problems and assist where you can.
10. **Interviewers** - The supervisor should assist interviewers may have to conduct some interviews him/herself to ensure the workload are complete, however this should be kept to a minimum.
11. **Final accounting and transport to Dar es Salaam.** - The supervisor is responsible for preparing summary sheets giving the final status of all households in his workloads. He must also ensure the safe and efficient transport of all completed form to survey headquarters, if a HQ person is not present.

DETAILED EDITING INSTRUCTION

N.B. SUPERVISORS ALWAYS USE A RED PEN

LFS 1 Page 1

Indicative - Ensure full indicative has been copied correctly from the workload listing sheet.

INTERVIEWER CONTROL SECTION

Ensure TOTAL COMPLETED LFS 2's agrees with number of LFS 2's included for the household.

INTERVIEWER RESULT: -

Fully responding household - check this is so.

Part responding household - check reason and if at all possible make it into a fully responding household by sending interviewer back or going yourself. If this fails, include an LFS 2 for the person and try to estimate information or write whatever is known about the person on the questionnaire. This is very important. Give any relevant information on the person, which you can get from other household numbers. the 10 cell leader or other neighbours.

Dwelling definitely not being lived in - you must check this for yourself and certify it is true.

No information for other reason - make every effort to try to make this household fully responding.

Description of problems - ensure a good description of all problems is given to help headquarters processing staff.

CHECKED BY - The form should only be signed and dated by yourself and the interviewer when you are sure all information is correct.

LFS 1 Page 2.

Col.1 - Person No. Never change person numbers and do check that the person number agree with those on LFS 2's.

Col. 3 - Relationship: - Should not be blank. Use `0' for rare not stated cases. There must be a head of household who is `IN' on coverage and thus has been asked all the columns of LFS 1 and has an LFS 2. In the rare cases when the head of household is `OUT' you must make another person e.g. the spouse or the oldest son, the head of household and change the other relationships.

Col. 4 - Sex: - There must be an entry for each person. If blank ask interviewer or estimate from relationships or name Not stated is not allowed.

Col. 5 - Age - Try to minimise not stated. Rough approximations are allowed for very old people e.g 80, 90. Enter code 98 in red for over 98 years, 99 for rare not stated.

Col. 6 - LFS 2's - Check all person 5 and over and `IN' on coverage have been asked the remaining questions on LFS 1 and have a completed LFS 2. Send interviewer back if not correct. For all persons `OUT' and less than 5 years draw a red line across the blank entries to Col. 17. Ensure total LFS 2's agrees with total forms.

Col. 7- Marital Status - Try to estimates from relationship if blank. Use `0' in rare cases.

Col. 8 - Citizenship - An estimate should be possible with the interviewer. Use `0' in rare cases.

Col. 9/11 - Migration - Ensure since birth - code 1, col. 9, have no answer for col. 10 & 11.

Col. 12 – Literacy.

Col. 15 - Education - This is a major variable and effort should be made to obtain a valid code. Rarely use `0' for not stated.

Col. 15 - Training - For `no training', code 01, col. 15 there should be no entry in col. 16. Try to allocate `other' training, code 8, col. 15 to one of the codes 1 to 7. Make sure a clear readable description of the subject of training is given in col. 16 for HQ coding. Do not enter anything in this code boxes.

Children < 5. This survey box in the bottom right hand corner will be completed during office processing.

LFS 1 PAGE 3

Household Economic Questions.

These questions are an important check on the LFS 2 answers and it is worth sending an interviewer back to the household for major differences e.g.

- Q1 (a)** Yes to wage employment. There must be a wage earner recorded on at least one LFS2.
- Q1 (b)** Yes to business -In most cases the businesses listed below should appear on least one LFS. In rare cases there may be many activities for the household and LFS 2 only allows main and secondary and this some minor ones may not appear.
- Q1 (c)** If Yes to agriculture, in almost all cases, agriculture should appear as a main or secondary activity on one or more LFS 2. The question on paid employees is important and must have an answer.
- Q2** Other sources of income -This is mostly for checking purposes, when the household has no economic activities. We need an explanation how the household survives. If all LFS 25 have no activity there must be some explanation here.

LFS 2 PAGE 1

Indicative - Must be complete and accurate. Check against LFS 1

- Q1 -** If any activity circled, there must be in the Q1 Box. Not stated is not allowed: Check sequences. If 1 for Q1, Q2 must be answered.
- Q2 -** Check sequence if 1 (yes) there should be no answer to Q3 & Q4. If 2 (no) Q3 must be answered. Change if necessary. There must be an answer to Q2, if Q1 is 1.
- Q3 -** Check recording boxes. This is a major important question. This is a major important question. There must be one and only one tick for each moth. Check adding across and down. Total must be 12. Check sequence below box. This question should be answered in all cases except when Q2 is 1.

If the answer to Q1 was 'NO' where should only be ticks in boxes D + E. If there are ticks in boxes A, B or C for such persons discuss with the interviewer and it is very likely you will have to go back and change Q1 to 'YES'.

In very rare cases where there are no answers at all for Q3 and there should be and you cannot estimate from other answers then '00' not stated should be entered for the boxes A to E and for the total.

- Q4 (a)** Check sequence. Q4 (a) is only answered if there is a tick in a C or E boxes. Allocate other code 6, to Categories 1 to 5, if possible.

Check answer against Q3 boxes D & E and thus that the correct sequence has been followed.

Q5 - Allocate 'other' code 10 to categories 1 to 9 if possible. Use '00' for no stated when necessary and relevant however try to estimate using current activity answers.

LFS 2 PAGE 3 CURRENT ACTIVITY

Q6 - This question must be answered. It is a major question. Not stated is not allowed. Estimate from other answers. Check sequence from answer.

Q7 a & b One part of this question must also be answered and not stated is not allowed as an answer to either part. Estimate from other answers if necessary. Check sequence from answer.

Q8 - If Q7 (a) is 2 (no), this question must have an answer. Check sequence.

Q9 - Allocate 'other', code 6 to categories 1 to 5 if possible.

UNEMPLOYMENT (Q10. TO Q16)

This section is only answered if Q8 is 1. The comments below only apply for this case.

Q10 - Use code '0' for rare not stated.

Q11 - Use '0' for rare not stated. Check sequence.

Q12 - Check there answers carefully particularly 'other', code 6. The reason may be such that the person was not actively looking for work and then Q11 should be changed to 'NO' and Q13 answered. Allocate 'other'; code 6 to categories 1 to 5 if possible. Check sequence. Use '0' for not stated.

Q13 - Check the reason carefully. You may have to go back and change Q8 to no and then estimate the answer for Q9 that is, the person is not really available for work.

If the person was temporally ill (code 6) then go back and change Q6 to NO.

If the person was full time student (code 7) and said he was available for time work (Q10 (I)) this is not possible. Either change Q8 or change Q10 to (2) part time, depending on the area.

Check 'other' (code 8) reasons carefully. If the reason is such that the person could not have been available for work go back and change Q8. Try to allocate 'other' to codes 1 to 7 if at all possible. Also note not that the reason may tell you the person was actively looking for work and then you must change Q11 to YES and enter a code for Q12.

Use '0' for not stated when necessary.

Q14 - Check that a good clear description is given for TASC0 occupation coding. 'No last job' or 'no previous activity' is acceptable.

Q15 - Use code '0' for rare not stated.

Q16 - Use code `0' for rare not stated.

ECONOMIC ACTIVITY

Q17 to 33 and Q34 to 51 are the same and thus comments are given below for both corresponding questions in all cases. Q17 must be answered if Q6 or Q7 (is YES).

Q17/26 - Ensure a good clear description is given for TASCO coding.

Q18/36a - Check sequence.

It should always be possible to estimate this answer from other information on the form. Use `0' very rarely for not stated.

Q18b /36b - Check sequence.

Q18c/36c - Ensure a good clear description of the main crop or livestock is given for ISIC coding. Check sequence, there must be no answer to Q19 to 33 or Q37 to 51 if an agricultural activity has been described in Q18 b & c or Q36 b & c.

Q19/37 - The name and location of the establishment employing the person should be given or of his/her self-employment. Post Office Box numbers are not to be given. `Own home' is acceptable for small-scale activities.

Q20/38 - A good clear description of the economic activity of the establishment should be given for ISIC coding.

Q21/39 - Check sequence. Use `0' rarely stated.

Q22/40 - Code according to the options given

If the person was self-employed in Q18a/36a, there must be at least one (1) entered for employer/Own Business for Q22/40.

Q23/41 - Check sequence. Do not reallocate `other' code 7, unless you are sure it is the equivalent of one of the other categories.

Q24/42 - Very important – for formal/informal evaluation.

Q25/43 - Additional questions for formal/informal sections evaluation..

HOURS WORKED

This section must be answered for anyone answering any economic activity i.e. Q17 etc.

Q52 - Check addition. Zero is allowable for grand total or main activity total if the person was temporarily absent from all or main only activity last week (Q7).

Q53a - Check sequence. There must be an answer to this question. Not stated is not allowable.

Q53b -Try to allocate 'other', code 11, to categories 1 to 10. Note that codes 01 to 05 are economic reasons such that the person could be available for more work i.e underemployed. Codes 06 to 10 are non-economic reasons and we are assuming that the person is not available for more work. Check sequence.

Q55 - This is a very important question for those who are underemployed.

USUAL HOURS

This section should also be answered for anyone with any activity i.e. Q17 etc.

Q57 - Check addition. Zero is not acceptable as a valid answer. '00' should be used for all entries when completely not stated.

Q58a - The answer is either yes or no..

Q58b -Try to allocate other, code 8, to categories 1 to 7. Note carefully the division of economic and non-economic reasons. Check sequence.

Q59 - This is also a very important question and must have an answer. Not stated is not acceptable.

INCOME.

Q60a, Q61a, Q62a - Check answer against Q18 and Q36. These must agree. For all incomes shillings with no cents are to be entered.

Q60b -Check income against type of job and hours worked and ensure it is reasonable for that type of wage job.

Q61b, c, & d - Check subtraction of (b) - (c) to give (d). (d) is the only figure being entered on the computer and thus most important. Add your comments if you think profit is not reasonable for the period given and suggest alternatives.

Q62b -Also check this amount to ensure it is reasonable for urban agriculture.

N.B. Period coded for Q61 and 62 must be for 2. Not stated is not allowable. You will have to estimate the period if it is not given, from the money value for that type of work.

Remember to check individual LFS 2 activities against those given for LFS 1 household Economic activities.

N.B.

GIVE AS MANY COMMENTS AS ARE USEFUL ON BLANK PARTS OR BACKS OF QUESTIONNAIRES.

DO NOT EVER SEND BLANK OR PART COMPLETE QUESTIONNAIRES TO DAR ES SALAAM WITHOUT GIVING FULL REASONS.

LABOUR FORCE SURVEY 2000/2001 OBSERVED INTERVIEW REPORT

SUPERVISOR: You must reserve at least 2 household's interviews for each interviewer for each workload and complete this form and the return it with the workload.

SUPERVISOR:.....

INTERVIEWER:.....

REGION **DISTRICT**

WARD **E.A. NO.**

SUPERVISOR: The following are the most important questions for the interviewer to ask properly for each person.

LFS 1:

Coverage (i) Did the interviewer probe and record all usual residents and visitors?

Did the interviewer establish coverage correctly for all persons?

Were reasons given for all persons out?

LFS 2:

Q1: Did the interviewer go through all activities and circle all relevant ones?

Q3: Was the monthly activity & availability probed for every month and correctly recorded?

H'HOULD NO. AND DATE:					
...../...../.....		/...../.....		
GOOD	FAIR	POOR	GOOD	FAIR	POOR
.....
.....
.....
.....
.....

Q2/4 Students - Did the interviewer thoroughly probe for any work activities in vocations and after school hours.	.....	.....	.....	.....	.....	.....
Q6: Did the interviewer go back to Q1 when asking						
Q6 and go through the list of work activities?						
Q8: Did the interviewer explain and probe for availability?	.....	.....	.....	.....	.....	.....
Q17/35: Did the interviewer probe for & record good occupation descriptions?	.....	.....	.....	.....	.....	.....

Q22/40: Did interviewer probe for employer, employees, apprentices & unpaid help. Did he/she check agreement with Q18/36?

Q24 Did interviewer probe for other economic activities fully?

Q54: Did interviewer probe carefully for hours on a daily basis?

Q53, 58(b): Did interviewer probe for the reasons for (40 hours)

Q60, 61, 62
Did interviewer go back and check Q18 and Q36

GOOD	FAIR	POOR	GOOD	FAIR	POOR
.....
.....
.....
.....
.....

Did interviewer probe for reasonable income figures?

General;

Did interviewer have problems with other question?

If YES, which

B: Comment on general interviewing techniques?

.....

C: 1st Household -Did you discuss and correct any FAIR or POOR questions above with the interviewers?

YES NO.....

2nd Household -Did the interviewer improve in this Household?

YES..... NO.....

If NO, what action are you taking?

SUPERVISOR

DATE.....

(Signature)