

**ZAMBIA STATISTICS AGENCY**  
**MINISTRY OF LABOUR AND SOCIAL SECURITY**

**QUARTERLY LABOUR FORCE SURVEY**

**ENUMERATORS INSTRUCTIONS MANUAL**

**March 2024**

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## **2 INTRODUCTION AND BACKGROUND**

The nation's population and its various characteristics is part of its broader developmental processes and dynamics. It is therefore essential to measure these characteristics, and to monitor changes overtime. One of these key population characteristics is the labour force. To effectively monitor the labour market indicators, the Government of the Republic of Zambia (GRZ) initiated the Labour Force Survey (LFS) as one of the sources of the labour market information. The first LFS was conducted in 1986. Subsequent surveys were conducted in 2005, 2008, 2012 and 2014. In 2016, GRZ through the Ministry of Labour and Social Security (MLSS), and the Zambia Statistics Agency (ZamStats) formerly Central Statistical Office (CSO), resolved to be providing high frequency Key Indicators of Labour Market. This led both institutions to start conducting a Quarterly Labour Force Survey (QLFS). In 2017, GRZ through the Ministry of Labour and Social Security (MLSS), and ZamStats conducted the first ever QLFS, in line with government's efforts to monitor Key Indicators of Labour Market (KILM) and provide timely, high frequency labour market statistics.

This document is a training manual for the 2024 QLFS. It provides guidelines for conducting the QLFS and explains how the questionnaire is to be administered.

### **3 Purpose of the Survey**

This survey intends to: -

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

Furthermore, the survey seeks to examine the relationships of socio-economic factors such as education, social security and employment.

The specific objectives are: -

- i. To produce comprehensive statistical data on the composition and distribution of the labour force (economically active population) and persons outside the labour force (inactive population) in the country.
- ii. To determine the growth rate of the labour force.
- iii. To provide various users with a set of reliable labour market and socio-economic indicators against which to monitor development in the country.

The following are the key topics to be covered in the 2024 QLFS Labour Force Survey: -

- A. Demographic characteristics
- A. Activity Limitation
- B. Education and Literacy
- C. Economic activity identification
- C. Market activity identification
- D. Characteristics of main job
- E. Working time
- F. Income for paid employees part A
- F. Income for employers and own account workers part B
- G Unemployment and job search
- H. Own use production
- J. Labour migration
- K. Social protection
- L. Household tasks for children 5-17 years
- P Financial inclusion
- Q. National Health Insurance

#### **4 Coverage**

In Zambia, data for the Labour Force is collected by carrying out the quarterly labour force survey. The sample design applied on the 2024 Labour Force Survey (LFS) is the Split-Panel Design. The household concept is applied: It involves first selecting a master sample of 520 Enumeration Areas (EAs) or approximately 10 400 non-institutionalised private households in rural and urban areas in all the ten provinces of Zambia. Four non-overlapping probability samples of EAs, forming a panel, each with 130 Enumeration areas are selected from the originally sampled 520 EAs. One panel is surveyed in each quarter. This implies that the sample is divided into 4 cycles of 3 months each. During each cycle, 130 EAs, representing one fourth of the 520 EAs, were covered countrywide. Individual members of about 10 400 households are interviewed by using one questionnaire. The main mode is the computer-assisted personal interview (CAPI).

#### **5 Field Questionnaires**

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

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

#### **6 Duties of an Enumerator**

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

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

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

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

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

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

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

**You must keep your survey materials clean and in good order.**

**You must always check your work for completeness before synchronizing to server.**

## **7 Enumerators' Conduct**

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

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

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

## **8 Materials**

Each enumerator will be provided with the following:-

- (a) Tablets
- (b) A notebook.
- (c) Map(s) of your work area(s).
- (d) A letter of introduction.
- (e) Manual.

Tablets and the letter of introduction should be returned to ZamStats immediately after the field work is fully completed.

## **9 Legal Powers and Confidentiality**

This survey is being carried out under the provisions of the Census and Statistics Act no. 13 of 2018 of the Laws of Zambia.

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

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

## **10 Excluded Households from the Survey**

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

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

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

hostels, lodges who live there, etc, but cook separately. Examples are persons or households living in Highland House Hostel in Lusaka, such persons/households are to be enumerated.

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

## **11 ROLES OF A SUPERVISOR**

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

The general functions of the Supervisor include:

- (i) Organizing the Enumerators to successfully complete their assignments.
- (ii) Ensuring that the work completed by the enumerators meets the required standards.
- (iii) Communicating with the Master Trainer and Provincial Head on a regular basis reporting on the progress of the listing exercise, relaying problems encountered in the field.
- (iv) Attending to directives on field operations and provide resolutions to problems where possible.
- (v) Allocating areas (EAs) to Enumerators, showing Enumerators their EA boundaries on the ground.
- (vi) To draw the sample of all households to which the questionnaire is to be administered. These should include replacements when need arises in consultation with the Master Trainers.
- (vii) Providing routine supervision with regard to administrative and personnel matters.
- (viii) To supervise the Enumerators under him/her on a daily basis and rotating between Enumerators. Supervisors will lead and supervise on average 5 Enumerators each.

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

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

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

## **12 1.11 Supervising the Field Work**

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

### **(a) Allocating Assignments**

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

- (i) Plan the work carefully so that it will be completed within the allocated time.
- (ii) Do not show favouritism when giving assignments. Areas, which are difficult, should be divided as equally as possible. Where possible ensure that an Enumerator covers both the urban and rural EA since each Enumerator is expected to cover two EAs.
- (iii) Remind Enumerators to review the listing books and questionnaires before leaving the respondent and once again before submitting the completed ones to you.

### **(b) Editing and Quality Control**

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

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

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

### **(c) Observing Field Work**

Observing fieldwork is an important quality control activity. It provides feedback on Enumerators quality and performance and can be used to motivate and as on-the-job training. Observation is an integral part of the Enumerators' training program and gives supervisory staff the opportunity to observe the progress of the exercise. This enables you to better understand the problems of interviewing and strengthens your ability to assist the Enumerators. Observation serves the

additional purpose of helping the Enumerator in difficult situations, which cannot be realistically simulated in the classroom.

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

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

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

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

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

### **13 ROLES OF A MASTER TRAINER**

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

- (i) To train Supervisors and Enumerators in their respective Provinces.
- (ii) To oversee the whole survey and ensure that it succeeds.
- (iii) To check that the field arrangements are operational and moving according to plan.
- (iv) To participate in checking of completed survey instruments for accuracy, completeness and consistency to ensure that discrepancies are resolved.
- (v) In case of refusals from the respondents, the Master Trainers should assist Supervisors and Enumerators to convince such respondents of the importance of the exercise and thus secure their co-operation.
- (vi) To administer and monitor funds for training of Enumerators in provinces.

- (vii) To advise on other technical aspects of the Survey.

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

#### **14 ROLES OF A REGIONAL STATISTICIANS (RS)**

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

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

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

## **15 CONCEPTS AND DEFINITIONS**

### **15.1 Enumeration Area**

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

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

### **15.2 Household**

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

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

### **15.3 Usual Household Member**

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

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

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

- a) Persons whose usual place of residence is the place where the household lives and are present at time of the enumerator's visit.
- b) Other categories of usual members of the household include persons whose usual place of residence is the place where the household lives, but are absent at the time of the enumerator's visit, e.g.:

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

#### **15.4 Head of Household**

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

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

#### **15.5 Main Respondent**

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

#### **15.6 Building**

A building is any independent structure comprising one or more rooms or other spaces, covered by a roof and usually enclosed by external walls or dividing walls, which extend from the foundation to the roof. Each building will be given a separate Survey Building Number irrespective of whether anyone is living there or not at the time of listing. Abandoned and incomplete buildings in which no one is living at the time of the survey should not be given a Survey Building Number. Observe that an abandoned building differs from a vacant building in that an abandoned building is not

habitable and may never be used again (condemned). A vacant building is one, which is temporarily unoccupied.

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

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

**Examples:**

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

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

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

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

**Example:**

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

### **15.7 Housing Unit**

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

- a) **Traditional Housing Unit:** A traditional housing unit is indigenous to a particular village irrespective of building materials.
- b) **Conventional House/Flats (Housing Unit):** A conventional housing unit is a room or a set of rooms and its accessories in a permanent building. It can also be a structurally separated part of the permanent building by the way it has been built, rebuilt or converted. A

conventional house is intended for habitation by one household and is not, at the time of enumeration and/or listing, used wholly for other purposes. Examples: bungalows, flats/apartments, etc. A Conventional Housing unit may be just one structure, several structures or part of a big structure. If it is part of a structure, then other parts may also be housing units, like in a block of flats, or be other than housing units, like shop, an office, etc., or mixture of such units. In some cases, a place may be originally designed as a barn, warehouse, etc., and thus not intended for human habitation. Later on it may be converted into a housing unit by structural alterations, re-design, etc., and thus may now be fit and intended for habitation. In such cases, these will now be classified as conventional housing units.

- c) **Mixed Housing Unit:** Mixed housing units are of a mixed type i.e. with a unique combination of building materials. An example could be that of a conventional housing unit with concrete block walls with an extension of rooms of pole and dagga walls or a “cabin”.
- d) **Mobile Housing Unit:** This is any type of living quarter that has been produced to be transported e.g. a tent. A mobile housing unit may also refer to a moving unit such as a ship, a boat, or a caravan occupied as living quarters at the time of the survey.
- e) **Part of Commercial building:** This is a living quarter which is part of a commercial building, e.g. shop owners having a housing unit on top of the shop.
- f) **An Improvised/Makeshift Housing Unit:** An improvised housing unit is an independent, makeshift-shelter or structure built of mostly waste or salvaged materials and without a predetermined design or plan for the purpose of habitation by one household, which is being used as living quarters though it may not comply with generally accepted standards for habitation. Such a unit will be generally found in suburban shanty areas. Not all structures in shanty areas may be considered as improvised as many of these may have been built in a planned manner from regular building materials.
- g) **Collective Living Quarters:** Collective living quarters include structurally separate and independent places of abode intended for habitation by large groups of individuals or several households with no common bond, public objective or interest. Such quarters usually contain common facilities such as kitchen, bathrooms, lounge or dormitories, which are shared by occupants. Examples are hostels.
- h) **Institutions:** Institutions are sets of premises in a permanent structure or structures designed to house groups of persons (usually large) who are bound by either a common public objective or a common personal interest. In this type of living quarters persons of the same sex frequently share dormitories. Examples are Hospitals, military barracks, boarding schools, convents, seminaries, prisons, etc.
- i) **Unintended Living Quarters:** Unintended living quarters are structurally separate and independent places of abode. They may have been built, constructed, converted or arranged for human habitation provided they are not at the time of the survey used wholly for other purposes. They may also be in use for habitation at the time of the survey although built not with an intention for habitation.

A building may have one or more housing units but not vice versa. Some buildings may not have any housing unit because they are used exclusively for non - residential purposes. Although a

housing unit is intended for habitation by one household it may be occupied by more than one, or may even be vacant.

### **Example 1.**

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

### **Example 2.**

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

### **Example 3.**

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

### **Example 4.**

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

## **15.8 Survey Sticker**

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

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

**STICKER**

<b>2024 LABOUR FORCE SURVEY</b>	
<b>QUARTER</b>	<input type="checkbox"/>
Province.....	<input type="checkbox"/> <input type="checkbox"/>
SEA.....	<input type="checkbox"/>
District.....	<input type="checkbox"/>
SBN.....	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Constituency.....	<input type="checkbox"/> <input type="checkbox"/>
HUN.....	<input type="checkbox"/> <input type="checkbox"/>
Ward.....	<input type="checkbox"/>
HHN.....	<input type="checkbox"/>
CSA.....	<input type="checkbox"/> <input type="checkbox"/>
Date...../...../.....	

## 16 SURVEY PROCEDURES

### 16.1 Ethics and rules of conducting interviews

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

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

### 16.2 Preparing for the Interview

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

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

### 16.3 Establishing a Good Relationship

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

### 16.4 Using the Questionnaire

The purpose of the interview is to collect accurate data by using the questionnaire and following standard interviewing practices. To achieve this, you need to understand the survey questionnaire including how to ask the questions, how to follow instructions in the questionnaire and how to identify the various types of questions.

## 16.5 Asking the Questions

You should ask the questions in the way outlined below:

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

## 16.6 Instructions in the Questionnaire

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

- a) **Skip Instructions:** These direct the flow of the interview by telling you which question to ask the respondent next. (They are usually symbolised by two arrows >>). In other words, it is a method of tailoring the questionnaire to fit the respondents' situation and to prevent you from asking irrelevant questions. You must read these instructions with care so that you do not skip the correct questions and thus, miss out important information. When a question is not asked because of a skip instruction, you do not have to enter anything in the space provided. A good example from the questionnaire is B2 of section B, where persons who never attended any institution of learning are not asked the questions regarding the level of education they completed, which happens to be the next question in the sequence.

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

## 16.7 Probing

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

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

Probing, therefore, has two major functions:

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

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

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

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

- (a) **Repeat the Question:** When the respondent does not seem to understand the question, or when he/she misinterprets it, or seems unable to make up his/her mind, or when he/she strays from the subject, the most useful technique is to repeat the question just as it was asked the first time.

- (b) **An Expectant Pause:** The simplest way to convey to a respondent that you know he/she has begun to answer the question, but that you feel he/she has more to say, is to be silent. A pause often accompanied by an expectant look or a nod of the head gives the respondent time to gather his/her thoughts.
- (c) **Repeating the Respondent's Reply:** Simply repeating what the respondent has said as soon as he/she has stopped is often an excellent probe.
- (d) **Neutral Questions or Comments:** Neutral questions or comments are frequently used to obtain unbiased, clearer and complete responses. The following are examples of the most commonly used probes:
- Anything else?
  - Any other reason?
  - Any other?
  - Could you tell me more about your thinking on that?
  - Would you tell me what you think?
  - What do you mean?
  - Why do you feel that way?
  - Which would be closer to the way you feel?

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

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

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

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

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

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

### **16.8 Controlling the Interview**

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

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

### **16.9 Recording Responses**

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

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

### **16.10 Ending the Interview**

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

## **17 LISTING PROCEDURE USING FORM A**

### **17.1 INTRODUCTION**

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

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

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

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

### **17.2 IDENTIFICATION PARTICULARS:**

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

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

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

#### **ITEM 1: SURVEY BUILDING NUMBER (SBN)**

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

#### **ITEM 2: HOUSING UNIT NUMBER (HUN)**

Each Housing Unit within the building should be given a housing unit number. This number will have 2 digits. The first housing unit within any particular building should be given number 01, the second one 02 and so on. Structures not intended for habitation that are being used as living quarters at the time of enumeration are to be allocated appropriate housing unit numbers.

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

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

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

**Example 3:** Non-residential buildings are to be coded 00 for housing unit number while habitable but vacant buildings will be coded 01 for the housing unit number.

### **ITEM 3: HOUSEHOLD NUMBER (HHN)**

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

### **ITEM 4: HEAD OF HOUSEHOLD**

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

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

### **ITEM 5: NUMBER OF HOUSEHOLD MEMBERS**

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

<b>Total</b>		<b>Male</b>		<b>Female</b>	
0	8	0	2	0	6

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

### **ITEM 6: LOCALITY/VILLAGE NAME**

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

### **Item 7: Are there any children aged 5-17 years in this household who are working for pay or profit?**

In this column, find out from the respondent if there are any children aged 5-17 years in the household who are working for pay or profit. Record the response appropriately.

## ITEM 8: SAMPLING SERIAL NUMBERS

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

Upon completion of household listing in all the selected SEAs, new household numbers; sampling serial numbers must be assigned to each household in the SEA within each category, given in column 10 of the listing form. The sampling serial numbers must be assigned sequentially within each category. For example there will be household number 1, 2, 3 to N in category 1, and there will be household number 1, 2, 3 to N in category 2. The total number of households in each category will be equal to the last sampling serial number assigned for that category. The number of households to be selected in each category will be worked out by allocating the total number of households to be selected in the cluster (SEA) proportionately to the total number of the households in the two categories.

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

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

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

$n$  = the number of households to be selected in the SEA  $n_i$  = the number of households to be selected from each category Where  $i=1, 2, 3$ .

### Selection procedure

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

$$\left[ \frac{N_1}{M} \right] \times n = n_1$$

For example if:

$M = 130$ ,  $N_1 = 80$ ,  $N_2 = 50$ , *where*  $N_1 + N_2 = M$   $n = 20$ ,

Therefore, using the relationship above,

$$n_1 = \left[ \frac{N_1}{M} \right] \times 20$$

$$n_1 = \left[ \frac{80}{130} \right] \times 20 = 12.31$$

$$n_1 = 13$$

$$n_2 = \left[ \frac{50}{130} \right] \times 20 = 7.69$$

$$N_2 = 7$$

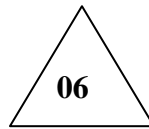
Because of rounding off, the total number of households to be selected may be low by 1. In such a situation, you should get one more household from category 1 because the survey will have a deliberate bias towards households with children who are working for pay or profit. If all the households in category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

2. Calculate the sampling interval for each category as:

$$K_i = \frac{N_i}{n_i}$$

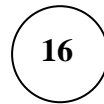
Where  $K$  is the sampling interval &  $i=1, 2, 3$

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



in the listing book.

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



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

**Refer to the handout on selecting households to be interviewed; or the MT to explain with illustrations and detailed explanations.**

## **18 SPECIFIC DATA COLLECTION PROCEDURES - IDENTIFICATION**

### **18.1 Province**

Write in the space provided, the name of the province in which you are operating. Record the province code in the box provided. The code will be a 2 digit number e.g. Southern Province has a provincial code 09 (Codes will be provided). It is advisable to pre-record the code prior to an interview.

### **18.2 District**

Write in the space provided, the name of the district in which you are operating. Record the district code in the box provided. Be mindful that, for the district four boxes have been provided. The first two boxes are for province and the last two for the district. (Codes will be provided). E.g. Southern province has a provincial code 09 and Kazungula district has a district code 05, therefore, the district code will be written as 0905 in the box provided.

### **18.3 Constituency Name**

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

### **18.4 Ward Name**

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

### **18.5 Region**

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

### **18.7 Enumeration Area (EA) Number**

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

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

### **18.8 Cluster Number**

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

### **18.9 Survey Building Number (SBN)**

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

### **18.10 Housing Unit Number (HUN)**

Each housing unit will be given a number within the building. This number will be in two digits. The first housing unit within any particular building should be given number 01, the second 02,

third 03 and so on. Structures not intended for habitation but actually being used as living quarters at the time of the Survey are to be allocated appropriate housing unit numbers.

### **For example**

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

### **18.11 Household Number (HHN)**

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

### **18.12 Locality Name**

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

### **18.13 Physical Address**

Physical address is the information that describes the place in such a manner that a person may be able to reach it by this reference. This will include the name or number of the street and the location of this particular building on this street. It will also include house/ flat number that the house already has, plot or stand number or the name of the building if it is commonly known by that name. For example, flat No. 2, Fife Court, plot 712, Mwalule Road, and Longacres. In rural areas, name of the village/locality will suffice.

### **18.14 Interviewer Visits**

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

#### **18.14.1 Interview Results**

- **Completed;** You pick the category if the housing unit are occupied and you have enumerated the household. Enter the Code 1 in the box provided
- **Partially completed:** You pick the category if the housing unit are occupied and you have partially completed the interview. This must be after you have visited the household for at least three times without finding the most knowledgeable household member. Enter code 2 in the box provided.

- **No knowledgeable respondent;** This code should be used in cases where the dwelling is occupied, but no knowledgeable household member is at home. Try to find out from a neighbour or from the children when a competent adult will be present and note it in your note book. If no one is at home when you visit, or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent, enter Code '3' as the result of the visit.
- **Entire household absent for extended period of time:** This code should be used only in cases where no one is at home and the neighbours say that no one will return for several days or weeks. In such cases, enter Code '4' as the result of that visit. Since the neighbours may be mistaken, you should make call backs to the household to check that no one has returned.
- **Refused.** If the individual with whom you first talk to is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, take note and report the problem to your supervisor.
- **Housing Unit Vacant:** You are to pick this category after making sure that the house is vacant throughout your visits (at least 3 visits) during the survey period.
- **Housing Unit Destroyed;** you are to pick this category after visiting the household and establishing that the housing unit has been destroyed.
- **Other.** There may be times that you cannot interview a household and the above categories do not describe the reason. Examples of cases that would fit in the 'Other' category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease.

## SECTION A DEMOGRAPHIC CHARACTERISTICS

This section is focusing on the background characteristics of members of a household. The characteristics include: Full names of each member of the household, sex, age, relationship of each household member to the head of the household and marital status of each member of the household. Note that the question on marital status is applicable to persons aged 10 years and above.

### PERSON NUMBER

In Column (1), each row is assigned a unique number. This number is referred to as the Person Number (PN). It is used to identify the person listed on that row and to link all information collected later in the questionnaire to that individual. **Since the head of the household is always supposed to be listed first on the household listing, their PN will be 01.** Followed by the spouse, own children (starting with the oldest) and other relatives in the same order of age.

**A1: Can you please provide the names of all persons who are usual members of this household, beginning with the Head of the Household? (*Including those who are absent for more than six months*)**

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

Note the following:

- 1) Usual member of the household who spent the previous night with the household (Usual Member Present);
- 2) Usual member of the household who did not spend the previous night with the household (Usual Member Absent); and
- 3) Members who are away from the household for more than six months.

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

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

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

15 while the serial number of the first person on the third questionnaire will be 29, and so on and so forth.

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

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

**A2: Is .... male or female?**

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

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

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

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

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

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

**A4: What is (NAME) relationship to the head of the household?**

This question seeks to determine the relationship of household members to the household head. Members of a household are usually related in one way or another. The emphasis here rests on how each member of the household is related to the head of the household. (That is, how the household head call each member of the household). A list of up to 17 different relationships to the head of the household is provided in the questionnaire.

The answer category **other relative** refers to individuals such as Great grandchild/parent/uncle/niece/nephew.

The answer category **non-relative** refers to individuals such as, a friend, a child to a friend, an uncle to a friend, maids, cooks, waiters, valets, butlers, laundresses, gardeners, gatekeepers, stable-lads, chauffeurs, caretakers, governesses, babysitters, tutors, secretaries, etc.

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

**A5: What is .... current marital status?**

This question should only be asked to adult persons aged 10 years or older. Therefore, ask about the current marital status of each adult household member aged 10 years or older. Enter the appropriate response code as provided in the questionnaire in the space provided.

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

**A6: What was (NAME)'s age at first marriage?**

This question is trying to establish the age at which one got married for the first time. Note age at first marriage may not tally for a couple because it may not be their first marriage.

**A7a: Is the biological mother of (NAME) still alive?**

This question is trying to establish the orphan hood status of children aged 18 years and younger with regard to biological mother being alive.

**A7b: Is the biological father of (NAME) still alive?**

This question is trying to establish the orphan hood status of children aged 18 years and younger with regard to biological father being alive.

**A8: Has (NAME)'s parents been very sick for at least three months during the past 12 months, that he/she has been too sick to work or do normal activities?**

This question seeks to establish the health status of parents therefore emphasize on the reference period in consideration.

**A10: Does (NAME) have difficulty seeing, even if wearing glasses?  
(For permanent condition)**

This question is trying to establish whether the household member has any difficult with sight.

**A11: Does (NAME) have difficulty hearing, even if using hearing aid?**

This question is trying to establish whether the household member has any difficult with hearing.

**A12: Does (NAME) have difficulty walking or climbing steps?**

This question is trying to establish whether the household member has any difficult with walking or climbing steps.

**A13: Does (NAME) have difficulty remembering or concentrating**

This question is trying to establish whether the household member has any difficult with memory.

**A14: (Does NAME) have difficulty with self-care such as (washing all over or dressing)?** This question is trying to establish whether the household member has any difficulty with self care.

**A15: Does (NAME) have difficulty communicating for example understanding or being understood by others?**

This question is trying to establish whether the household member has any difficulty with communication.

**A16: (NAME), you mentioned having a lot of difficulties doing some things. When did the first of these difficulties start?**

This question is trying to establish when the household member's first difficulty started.

## **SECTION B EDUCATION AND LITERACY FOR HOUSEHOLD MEMBERS AGED 5 YEARS OR OLDER**

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

### **B1: Can.... read and write in any language?**

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

### **B2: Has.... ever attended school?**

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

### **B3a: At what age did (NAME) begin school?**

The question seeks to establish the age at which individuals started school for the first time.

### **B3b: Have (NAME) ever repeated any level of schooling any point in time?**

The question seeks to establish whether an individual had ever repeated any level of schooling.

### **B3c. Is.... currently attending school?**

The main aim of this question is to ascertain whether or not an individual in the household is currently attending school. It also applies to those that are on vacation/holidays. Therefore, find out from the respondent whether he/she is currently attending School. Record code "1" if the response is **Yes** for that particular person and **skip to question B5**. Record code "2" if the response is **No** for that particular person.

## **FOR PERSONS AGED 26 YEARS OR OLDER WHOSE RESPONSE IS NO SKIP TO B6.**

### **B4. What is the main reason.... is not currently attending school?**

This question is to be asked to all respondents who are not currently attending school. Several answer categories are provided for this question. Record the appropriate code in the space provided.

If you are given an answer that does not correspond to any of the answer options given in the questionnaire, Record code '13' for 'Other' and specify the response in the space provided. **For any response given, skip to B6.**

### **B5. What grade/level is.... currently attending?**

Now that you have established that ..... is currently attending school, this question will assist in determining the grade/level.... is **currently** attending. Find out from the respondent which grade/level.... is **currently** attending. Record the appropriate response code as provided in **the table**

**on page 33.** Note however, that college and university students have been assigned “special” codes outside the standard grading system of the country’s education system.

### **Short courses**

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

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

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

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

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

**B6: What is the highest level of education that..... has successfully completed?**

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

**FOR PERSONS WITH CODES 00 TO 12 (NURSERY, PRIMARY AND SECONDARY) SKIP TO B9.**

**B7: What is the field of study for the highest professional qualification...successfully completed?**

Note that only those with tertiary qualification should be asked this question. Find out from the respondent the field of study he/she successfully completed. Write and enter the appropriate code (See **appendix 2**). Follow the skip instruction. Examples of field of study include; economics, Law, Nursing, Accounting, e.t.c. Tertiary education refers to qualifications obtained after grade 12 e.g. college certificates, diploma, Degree, PhD.

**B8. What is/was the main reason.... never attended school?**

This question is to be asked to all respondents who have never attended school. Several answer categories are provided for this question. Record the appropriate code in the space provided.

If you are given an answer that does not correspond to any of the answer options given in the questionnaire, Record code '11' for 'Other' and specify the response in the space provided.

**23 SKILLS TRAINING FOR ALL HOUSEHOLD MEMBERS AGED 15 YEARS AND ABOVE**

Skills training refer to the type of training which leads to the acquisition of a trade which could be a test certificate, a craft certificate or a non certified trade. For example, carpentry, bricklaying, tailoring, e.t.c. A craft is an activity involving skill in making things by hands.

**B9: Did (NAME) participate in any business, entrepreneurship or microenterprise development training in the last 5 years??**

Ask the respondent if he/she has ever participate in any business, entrepreneurship or microenterprise development training in the last 5 years B10: How did ....acquire this training?

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

**B10: Did (NAME) learn a trade or technical skill?**

Find out from the respondent if he/she has obtained any certificate in this skill.

**B11: What type of trade or technical skill did (NAME) learn?**

Find out from the respondent the last time he/she received training what type of skill he/she received.

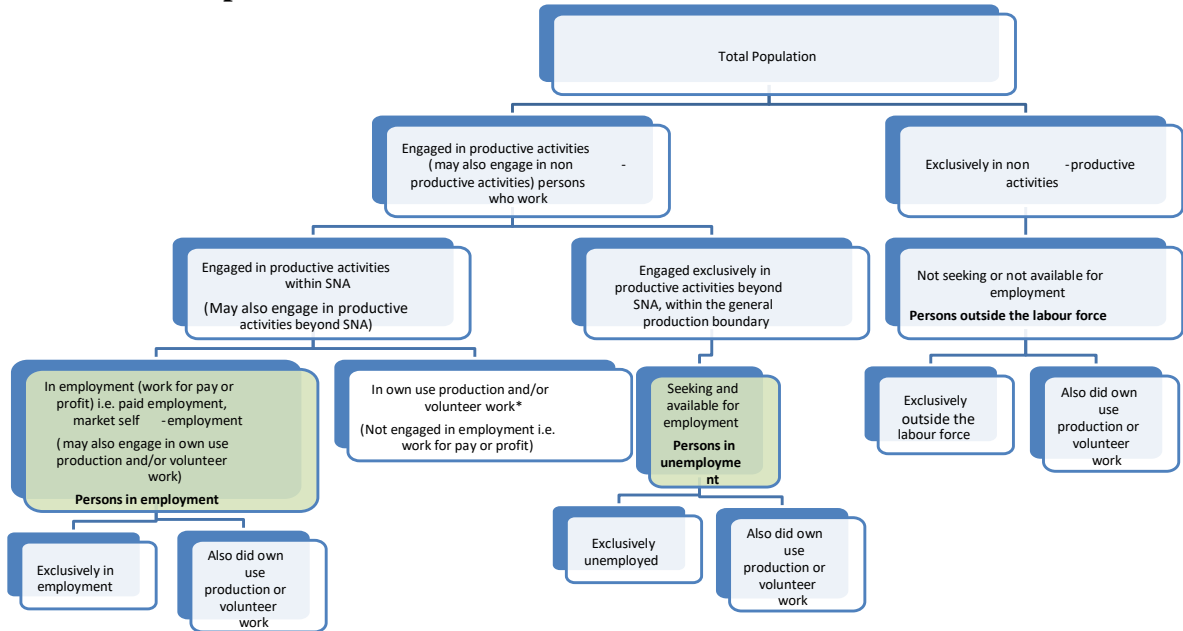
**B12: How did (NAME) acquire this trade or skill?**

Ask the respondent how he/she acquired the skill by reading out the responses in the questionnaire.

## SECTION C ECONOMIC ACTIVITY IDENTIFICATION.

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

### Revised classification of persons in the labour force framework



Source: ILO 2013, 19<sup>th</sup> ICLS; *Statistics of work, employment and labour underutilization*

**C1a: In the last 7 days, that is from [DATE] up to [DATE/yesterday], did (NAME) do any work for a wage, salary, or any other pay, even if only for one hour?**

Household members of up to a certain age usually engage in various activities for various reasons. This question is intended to establish if the household members had done any work for pay/profit in the last seven days. This work could be done even just for one hour as long as it is for pay/profit.

**C1b: In the last 7 days, did (NAME) run or do any kind of business, farming or other activity to generate income, even if only for one hour?**

Household members run different kind of businesses which could be agricultural related that is selling farm produce or non-agricultural which could be a shop or selling at the road side etc. Therefore, this question is trying to establish household members were engaged in any profit-making activities.

**C1c: In the last 7 days, did (NAME) help a member of the household or family with his/her paid job or business?**

Household members who own businesses engage other household members to help without any payment. Therefore, this question is trying to establish if there is any household member who helped in a profit-making business.

**C2a: In the last (7 days), did (NAME) have a paid job or a business to which (NAME) expects to return?**

Household members who have paid jobs take leave from jobs for various reasons. This question is trying to establish if those household members who said were not working actually had jobs which they were returning to.

**C2b: Does (NAME) usually help in any business run by the household or family but was absent for the last (7 days)?**

Household members who help in businesses that are owned by other household members may for some reason take leave. This question is trying to establish if those household members who said were not working or helping actually had a business they were helping in and would returning to.

**C2c: Why was (NAME) absent from work during the last (7days)?**

This question seeks to establish the reason why one was absent from a paid job or the business he/she was helping.

**C2d: Including the time that (NAME) has been absent, will (NAME) return to that same job / business within 3 months or less?**

This question is seeks to establish the duration or time it will take for those absent from jobs or businesses to return.

**C2e: Does (NAME) (continue to) receive an income from his/her job during this absence?**

This question is trying to establish if the household member whose on leave continues to receive his/her pay.

**C3a Was this work that you mentioned in...?**

This question is intended to establish whether respondents were engaged in farming or non-farm activities.

**C3b In the last 7 days did (NAME) do any work in farming, rearing animals or fishing?**

This question seeks to establish whether respondents were engaged in farming, fishing or rearing animals.

**C3c Thinking about the products (NAME) worked on, are they mainly intended for sale or for family use?**

This question seeks to find out whether the products produced were intended for sale or household consumption.

## SECTION D CHARACTERISTICS OF THE MAIN JOB FOR PERSONS AGED 5 YEARS OR OLDER IN THE LAST 7 DAYS

### D1a During the last 7 days did (NAME) have more than one job/business?

This question seeks to find out if respondents had more than one job/business. A job is a set of tasks and duties performed or meant to be performed by one person including for an employer or self-employment within a single economic unit. Having multiple tasks within the same economic unit does not equate to having multiple jobs. Conducting different surveys within ZamStats does not amount to having multiple jobs for a ZamStats employee.

### D1b How many jobs/businesses did (Name) have in the last 7 days?

The question seeks to establish the number of different jobs a respondent was engaged in.

### D1c; In his/her main job or business, what kind of work does (name) usually do?

This refers to the main job/business the respondent is currently doing. The main job/business is the one in which a respondent spends more working time. If the respondent spends an equal amount of time on two jobs, record the one that earns him/her the most income. If the respondent spends an equal amount of time on two jobs and earns the same amount on the same jobs, ask him/her to indicate which one is the main job.

Specify/describe briefly the type of job he/she is doing so that the supervisor will be able to code correctly afterwards at your camping place enter the appropriate code for the occupation from **appendix IV**. The supervisor will use the four digit level codes.

Occupation should be given in clear terms to show what kind of work an individual is doing. Avoid entering a term that implies greater skill or responsibility than is involved in the respondent's job. Do not enter "Engineer" for someone who is actually a draughtsman, or "Accountant" for a bookkeeper, or "Brick-Layer" for someone who only mixes mortar and hauls bricks. This implies that you have to probe further and find out exactly what a person's real occupation is by asking further questions about his training and cross check with his/her education given in section B.

#### Examples

<b>Job title</b>	<b>Main tasks and duties</b>
Carpenter	Making wooden furniture
Messenger	Delivering office mail
Doctor	Diagnose and treat patients
Primary School Teacher	Teach children how to read and write
Car Mechanic	Repairing cars
Cook	Prepare meal
Farm Labourer	weeding
Chef	Planning meals
Policeman	Maintaining public law and order

## **OCCUPATION IDENTIFICATION**

The Labour Force Survey will collect information on categories of workers based on the International Standard Classification of Occupations (ISCO-08). ISCO is a tool for organizing jobs into a clearly defined set of groups according to the tasks and duties undertaken in the job.

ISCO-08 classifies jobs into 436 unit groups. These unit groups are aggregated into 130 minor groups, 43 sub-major groups and 10 major groups, based on their similarity in terms of the skill level and skill specialization required for the jobs.

The ISCO-08 categorizes workers into 10 Major Groups as follows:

- Managers
- Professionals
- Technicians and associate professionals
- Clerical support workers
- Service and sales workers
- Skilled agricultural, forestry and fishery workers
- Craft and related trades workers
- Plant and machine operators, and assemblers
- Elementary occupations
- Armed forces occupations

These Major groups are further divided into sub-major groups, minor groups and unit groups.

### **D2: In (name) workplace, what kind of business/activity is mainly carried out?**

This question refers to the kind of business or service (industry) carried out at his/her workplace relating to the occupation that is already recorded under question D1c. The type of product or service that is produced will depend upon the industry or type of job a person is employed in.

The description of the economic activity of the establishment is one of the important items to be carefully recorded. The description should be adequately elaborated to enable proper classification and coding of the establishment's activity during scrutiny and coding stage. Sufficient details of the activity should therefore be given. For instance, it is not sufficient to describe 'a shop' or the name displayed on the signboard of the shop. It is necessary to give a full description, such as 'electrical repair shop'.

It should also be borne in mind that recording of broad description of activity such as 'manufacture of dairy products' will not be sufficient. Greater details such as 'manufacture of milk powder, ice cream powder' or 'manufacture of baby milk food' should be recorded in order to carry out proper coding of industrial activities.

Write down the name of the establishment and full description of the economic activity that the particular establishment is engaged in. The economic activity of an establishment is the process of coming up with the final product/service that it provides. For example:

Name	Main Economic Activity
Kalumbila Mines	Mining copper ore
Trade Kings	Manufacture of detergents
HSM Logistics	Delivery of parcels
Mansa Sugar Company	Manufacturing of sugar
Airtel	Provision of telecommunication services
Nyanga Farms	Breeding beef cattle
Yalelo	Fish farming
Makuyu Milling	Manufacture of milling
Kavulamungu	Wholesale and Retail sale of groceries

## INDUSTRY IDENTIFICATION

The International Standard Industrial Classification (ISIC) Revision 4 is a statistical classification of establishments developed by the United Nations (UN) to classify establishments according to their major kind of economic activity. The Labour Force Survey will use ISIC Rev 4 to classify economic activities.

The ISIC code groups together enterprises if they produce the same type of goods or services or if they use similar processes (i.e. the same raw materials, process of production, skills or technology).

The scope of ISIC Rev. 4 is to provide a set of activity categories that can be utilised for the collection and reporting of statistics according to such activities. It provides a comprehensive framework within which economic data can be collected and reported in a format that is designed for purposes of economic analysis, decision-taking and policy-making. ISIC aims to present the set of activity categories in such a way that entities can be classified according to the economic activity they carry out. ISIC Rev.4 is a classification according to kind of economic activity.

These economic activities are subdivided in a hierarchical, four-level structure of mutually exclusive categories, facilitating data collection, presentation and analysis at detailed levels of the economy in an internationally comparable, standardized way. The categories at the highest level are called sections, which are alphabetically coded categories intended to facilitate economic analysis. The sections subdivide the entire spectrum of productive activities into broad groupings, such as “Agriculture, forestry and fishing” (section A), “Manufacturing” (section C) and “Information and communication” (section J). The classification is then organized into successively more detailed categories, which are numerically coded: two-digit divisions; three- digit groups; and, at the greatest level of detail, four-digit classes.

The classification is used to classify statistical units, such as establishments or enterprises, according to the economic activity in which they mainly engage. At each level of ISIC, each statistical unit is assigned to one and only one ISIC code. The set of statistical units that are classified into the same ISIC category is then often referred to as an industry, such as “the furniture industry”, which would refer to all units classified in ISIC division 31 (Manufacture of furniture), or the “construction industry”, which would refer to all units classified in ISIC section F (Construction). This standardized categorization or subdivision of the complete set of producing units in an economy makes ISIC an important tool for socio-economic statistics that need to be arranged in accordance with the productive system of the economy.

## **Broad Structure of The ISIC**

The broad structure of the ISIC rev. 4 is as follows:

- A - Agriculture, forestry and fishing
- B - Mining and quarrying
- C - Manufacturing
- D - Electricity, gas, steam and air conditioning supply
- E - Water supply; sewerage, waste management and remediation activities
- F - Construction
- G - Wholesale and retail trade; repair of motor vehicles and motorcycles
- H - Transportation and storage
- I - Accommodation and food service activities
- J - Information and communication
- K - Financial and insurance activities
- L - Real estate activities
- M - Professional, scientific and technical activities
- N - Administrative and support service activities
- O - Public administration and defence; compulsory social security
- P - Education
- Q - Human health and social work activities
- R - Arts, entertainment and recreation
- S - Other service activities
- T - Activities of households as employers; undifferentiated goods- and servicesproducing activities of households for own use
- U - Activities of extraterritorial organisations and bodies

### **D3: When did (NAME) start working for this employer or start this business?**

The purpose of the question is to find out when the respondent started working for the current employer or business.

### **D4: Where is (NAME)'s place of work located?**

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

### **D5: Does (name) work in....?**

#### **READ OUT RESPONSES**

This question is intended to identify the sector within which the business or enterprise of the respondent falls. Pre-coded answer categories of the various sectors are provided in the questionnaire. Read them out to the respondent and record the appropriate code in the box provided. For response categories 1, 2 ,3 and 4 record in the box and skip to D 17 and D15 for response category 5.

The following are the definitions of the answer categories provided:

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

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

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

**Parastatal/Quasi Government Institutions:** These are establishments in which the Government has a controlling interest. Some of these parastatal companies are partly owned by private individuals although the Government owns at least 51% shares. Other parastatals are owned wholly by the Government. e.g. ZESCO, ZAMTEL, ZAFFICO, Zambia Railways etc.

**International Organisation, Embassy:** Examples of International Organizations are United Nations, International Labour Organisations, JICA, DANIDA.

**Private household:** for example, paid domestic worker.

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

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

**Faith Based Organisations:** these are charitable organizations or non-profit affiliated with a religious group or inspired by religious beliefs.

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

**D6: How many persons, including (NAME) work at this place of work/business?**

This question seeks to establish the number of people that work at the respondents workplace or business including the respondent.

**D7a: In the main job/business that (NAME) has, is / he....?**

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

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

**Working as a paid Apprentice**

A person contracted by his/her employer to train him/her or him/her trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.

**Working as a paid Intern** A person (student/trainee) who does a job to gain work experience or for a qualification.

**Employer:**

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

Examples:

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

**Own account worker:**

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

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

**Examples of self-employed persons:**

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

**Helping in a family/household business without pay:**

This is a person who works in a business run by another household member, by assisting with tasks and duties of a paid job. A Household owns a shop where a member of household sales in that shop without pay.

**Domestic paid worker:**

These are persons who organize, supervise and carry out housekeeping functions in private households and small accommodation establishments with or without the support of subordinate staff.

**Casual employee:**

Refers to any employee whose employment provides his/her payment at the end of each day.

**D7b: Are you at least guaranteed that you will get some work or hours in your job?**

This question seeks to establish whether the respondent is guaranteed to get some work in their job or not. For example, a consultant is not guaranteed work hours and only works when contacted.

**D7c: In the last 12 months, did most of the income from the business come from just one client?**

This question is intended for those in self-employment or helping in a family business without pay. It seeks to establish whether the income from the business came from just one client.

**D7d: Do you get your customers, clients or buyers through someone else, for example from another company, intermediary or person?**

This question seeks to establish whether the respondent's customers/clients/buyers come through another company, intermediary or person. For example, a yango taxi driver gets his/her customers through an intermediary. Another example of a business that relies on intermediary is real estate.

**D7e: In this activity, do you....?**

This question seeks to establish whether the respondent's business sells products or services to one company only or sells products or services supplied by only one company or as a franchise or works with materials or equipment provided by just one company.

**D7f: Does that client, company or intermediary set...?**

This question seeks to establish whether the respondent's client, company or intermediary sets; the price of the products or services that they offer; the minimum amount of sales or tasks you must complete; the places, routes or areas where to do the work; the work to do or how to organize it; the supplier(s) to use or provides the place or equipment to use.

**D7g: Who usually makes the decisions about the running of the family/household business...?**

This question seeks to establish who usually makes most decisions in the family or household business. It also establishes whether the person helping in a family business makes some decisions.

**D7h: Do you hire any paid employees on a regular basis?**

This question seeks to establish if the respondent hires paid employees on a regular basis. For purposes of this survey, regular basis refers to hiring on an annual.

**D7i: Which of the following types of pay (do/does) (you/NAME) receive for this work?**

This question seeks to establish if the respondent gets any type of pay.

**A wage or salary:** a wage refers to a fixed regular payment, typically paid on a monthly basis whereas a wage refers to a fixed regular payment, typically paid on a daily or weekly basis.

**Commission:** refers to a payment made by employers based on a sale.

**Tip:** a gift or sum of money tendered for a service performed or anticipated.

**Other cash payment:** Refers to any other cash payment other than a wage or salary, commission, tips, fees for services provided or payment by piece of work completed.

**D7j: At what age did NAME start work for the first time in his /her life?**

This question seeks to establish the age at which children aged 5 to 17 years old started working for the first time.

**D7k: What is the main reason that (NAME) is doing this work?**

This question seeks to establish the main reason children aged 5 to 17 years old were working. There could be many reasons for children working but this question is asking for the **main** reason.

**D7l: During the last 7 days, when did (NAME) usually carry out these activities?**

This question seeks to find out when the working children aged 5 to 17 years usually carry out these work activities.

**D7m: During the last 7 days when did (NAME) usually carry out these activities?**

This question seeks to find out whether the children attending school usually carry out these activities before school, after school, both before and after school, on the weekend, during missed school hours or days or during the day after other work. (*Read Out Responses*)

**D8: Is (NAME)'s contract or agreement...?**

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

The following are the answer categories provided:

- For a specified period of time
- Until the date a task completed
- Permanent or until retirement
- Ongoing with no specified end date

**D9: How long in total is [NAME]'s current contract/agreement?**

This question seeks to find out the length of the current contract/agreement with the employer.

**D10: Does the employer contribute to any social security scheme for (NAME)?**

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

In Zambia, social security is a legal obligation which requires the employer to remit contributions for social protection of its employees. Most formal jobs are characterized by social security systems. They may be on health, social welfare or retirement among others. Ask the respondent if his/her employer contributes to any social security scheme for his/her security. Record the appropriate code in the box provided. Note that this question is also intended to determine the formality (contributes to a pension's scheme) and informality (does not contribute to a pensions' scheme).

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

**D11: Is (NAME) entitled to paid leave in (NAME)'s main job?**

Ask the respondent if he/she has the right to get leave and continue receiving a full wage/salary during his/her absence from work. For example, when one goes on vacation leave. Record the appropriate code in the box provided.

**D12: Is (NAME) entitled to paid sick leave in case of illness or injury?**

Find out from the respondent if he/she has the right to get leave in case of an illness/sickness and continue receiving a full wage/salary during his/her absence from work. Record the appropriate code in the box provided.

**D13: Is (NAME) entitled to paid paternity/maternity leave?**

Find out from the respondent if he/she has the right to get paternity/maternity leave and continue receiving a full wage/salary during his/her absence from work. Record the appropriate code in the box provided.

**D14: On this job, is (NAME) a member of any trade union?**

Find out from the respondent if he/she is a member of a trade union. Record the appropriate code in the box provided. Examples of trade unions include BETUZ, ZNFU, ZNUT, ZCTU, ZULAWU etc.

**D15: Who determines (NAME) conditions of service e.g., annual salary increments?**

Find out from the respondent whether their conditions of service such as annual salary increments are determined through: negotiation with the employer, negotiation between union and employers, bargaining council/other bargaining arrangement or the employer.

**D16: Does (NAME)'s employer deduct income tax from his/her salary?**

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

**D17: Is (NAME) entitled to medical insurance benefits from his/her employer?**

Find out from the respondent if he/she is entitled to medical insurance benefits from his/her employer. Record the appropriate code in the box provided.

**D18: Is (NAME) employed on the basis of a written contract or an oral agreement?**

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

**D19: Is the establishment/business where (NAME) works registered with...?**

This question aims at determining the formality of the business. Find out from the respondent if the business where he/she works is registered with any of the following; Registrar of societies, Patents and Company Registration Agency (PACRA), Local Authority (council), Registrar of NGOs or Registrar for cooperatives. Record the appropriate code in the box provided.

**D20: Is the establishment/business where (NAME) works registered with Zambia Revenue Authority (ZRA)?**

Find out from the respondent if the business/establishment where he/she works is registered with Zambia Revenue Authority. Record the appropriate code in the box provided.

**D21: Does (NAME)'s place of work keep books of accounts?**

Find out from the respondent if his/her place of work keeps books of accounts. Record the appropriate code in the box provided.

## **SECTION E: WORKING TIME**

This section covers the working time for all persons aged 5 years or older

### **E1: How many hours did (NAME) work in his/her job?**

Find out from the respondent the number of hours he/she worked for each day in his/her main and other jobs if any. Record the number of hours for each day.

### **E2: Is [NAME]'s main job/business.....?**

Find out from the respondent if his/her main job/business is full time or part time. Record the appropriate code in the box provided.

### **E3: How many hours does (NAME) usually work per week in his/her...?**

Find out from the respondent the number of hours he/she usually works per week in his/her main and other jobs if any. Record the number of hours per week.

### **E4: During the last 30 days, that is from [DATE] up to [yesterday], did (NAME) look for additional or other paid work?**

Ask the respondent whether they looked for additional or other paid work in the **last 30 days**. This question considers respondent who worked overtime within the current job or looked for other jobs. Record the appropriate code.

### **E5: Would (NAME) want to work more hours per week than usually worked, provided the extra hours are paid?**

Ask the respondent whether they would work more hours per week than usual. The emphasis is 'provided those additional hours are paid for'. Record the appropriate code.

### **E6: Could (NAME) start working more hours within the next two weeks?**

This question is asked to the respondents who in **E5** said they would work more hours than usual provided they are paid for. Ask the respondent whether they would be available to start working more hours within the next two weeks. Record the appropriate code.

### **E7: How many additional hours could (NAME) work?**

This question is asked to the respondents who in **E6** said they were available to start working more hours within the next two weeks. Ask the respondent how many additional hours he/she could work. Record the number of hours.

### **E8: Does (NAME) want to change his/her current employment situation?**

Find out from the respondent if he/she wants to change his/her current employment situation.

### **E9: What is the main reason (NAME) wants to change his/her current employment situation?**

Find out from the respondent the reason he/she wants to change his/her current employment situation.  
*Read out responses to the respondent.*

### **E10: What is the main reason (NAME) worked less hours in the last 7 days?**

Find out from the respondent the reason he/she worked less hours in last 7 days.  
*Read out responses to the respondent.*

## **SECTION F: FOR PAID EMPLOYEES – PART A**

The following questions apply to paid employees including paid interns, paid apprentices, domestic paid workers and casual employees.

The objective of this section is to collect data on income. The section records the amount of the recent payment and all calculations, therefore conversions of hourly, daily, weekly and annual earnings into monthly earnings are done at a later stage during analysis.

**Note: This section has to be answered by the individual who is in paid employment and not by another household member.**

### **FA1: How often does [NAME] receive earnings in his/her main job?**

Find out from the respondent how often they receive their earnings in their main job. This question seeks to establish the frequency of payments i.e. hourly, daily, weekly, monthly or annually.

### **FA2: Does [NAME] usually receive any tips or commission?**

Find out from the respondent if he/she usually receives any tips or commission. Record the appropriate code.

**Commission:** refers to a payment made by employers based on a sale.

**Tip:** refers to a gift or sum of money tendered for a service performed or anticipated.

### **FA3: What is [NAME] 's annual/monthly/weekly/daily/hourly earnings before deductions?**

The earnings in this question refers to gross pay, i.e. the total earnings that a worker is entitled to before any deductions. It includes all wages and salaries, but also pay for overtime, shift-work, commissions, tips, cash allowances, regular cash bonuses and gratuities, and remuneration for time not worked (such as during sick leave or paid annual leave).

### **FA4: If amount not stated, enter code from the range provided.**

Ask the respondent to state the range of their earnings and enter the appropriate code.

## **SECTION F: FOR EMPLOYERS AND OWN-ACCOUNT WORKERS – PART B**

The following questions apply to employers and own account workers.

**Note: This section has to be answered by the individual that reported being an employer or own account worker and not by another household member.**

### **FB1: [NAME], what is the easiest way for you to tell us your earnings after expenses? Would it be.....?**

This question seeks to establish the periodicity of earnings i.e. hourly, daily, weekly, every two weeks, monthly or annually. Those whose response is “refused” should skip to H1.

***Read out all responses except don't know and refused.***

### **FB2: What is [NAME]'s earnings after expenses?**

Find out from the respondent their earnings after expenses.

### **FB3: For those who do not know, please provide a range as guided (include tips and commission)**

## SECTION G: UNEMPLOYMENT AND JOB SEARCH

This section covers unemployment and job search. It looks at all the persons who have been identified as unemployed. For this survey, the unemployed comprise all persons (15 years or older) who during the reference period were:

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

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

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

**Potential Labour Force** is defined as **any** of the following three mutually exclusive points;

1. **Unavailable job seekers** referring to persons without employment who are seeking employment but are not available.
2. **Available potential jobseekers**, referring to persons without employment who are not seeking employment but are available; and
3. **Willing potential jobseekers**, comprising persons without employment who are neither **Seeking nor available for employment but who want employment.**

**G1. During the last 30 days, which is from [DATE] up to [DATE/yesterday], did (NAME) do anything to find a paid job/business?**

Find out from the respondent if they did anything to find a paid job/business in the last 30 days. This may include registration at a public or private employment exchange such as; The Ministry of Labour and Social Security/CV for Africa, application to employers, checking at worksites, farms, factory gates, placing or answering newspaper advertisements, applied for a business loan from banks, CDF, CEEC or seeking assistance from friends or relatives etc.

**G2. What did (NAME) do in the last 30 days from [DATE] up to [DATE/yesterday], to find a job or start a business?**

Ask the respondent what they did to find a paid job/business in the last 30 days.

*Read out (multiple response).*

**G3. What is the main reason (NAME) did not try to find a paid job or start a business in the last 30 days?**

Ask the respondent why he/she did not try to find a paid job/start a business in the last 30 days. If the response is not among the reasons provided, select other and specify.

*Read out responses.*

**G4. If (a/the) job or business opportunity had been available could (NAME) have started working last week or in the next two weeks?**

Ask the respondent if he/she would have been available to start a job/business if it had been made available. If the response is yes, find out whether they would have been available last week or in the next two weeks. For example, those who just completed school would not have been available in the last one week prior to the survey but would be available in the next two weeks.

*Read out responses.*

**G5. What is the main reason (NAME) is not available to start working?**

Ask the respondent why he/she is not available to start working. If the response is not among the reasons provided, select other and specify.

*Read out responses.*

**G6. For how long has (NAME) been without a paid job or a business?**

Find out from the respondent how long he/she has been without paid job or a business. This question seeks to establish the duration of being jobless.

## SECTION H: OWN-USE PRODUCTION

These questions are about own-use production activities that people engage in **without any pay** to care for or maintain their household.

### **H1: From [DATE] up to [DATE], did (NAME) do any of the following activities to produce foodstuff intended mainly for consumption by the household?**

Find out from the respondent if he/she did any of the following activities:

*Read out responses.*

- A. Grow any crops, vegetables or fruits
- B. Gather other foodstuff such as [wild fruits, mushrooms]
- C. Rear or tend animals
- D. Catch Fish/ Kapenta
- E. Hunting

The respondents should answer YES/NO to each of the options provided.

### **H2. How many hours did (NAME) spend on these activities from [DATE] to [DATE]?**

Find out from the respondent how many hours he/she spent on the activities in the last 7 days to produce foodstuff intended mainly for consumption by the household.

*Record the total number of hours spent on all the activities. If less than one hour, record one (1).*

### **H3: Which type of animals or products mainly for consumption by the household was (NAME) working on?**

Find out from the respondent which type of animals or products mainly for consumption by the household he/she was working on.

*Record the type of animals or products and enter the appropriate ISIC code.*

### **H4: From [DATE] up to [DATE], did (NAME) spend any time providing care, help or assistance to household members aged 18 years or older because of a disability, illness, or problems related to old age?**

Ask the respondent if he/she spent any time providing care, help or assistance to household members aged 18 years or older because of a disability, illness, or problems related to old age.

For example: Administering medication, feeding, helping them with bathing, and personal hygiene, etc.

*Enter the appropriate code.*

### **H5: How many hours did (NAME) spend on these activities from [DATE] to [DATE]?**

Ask the respondent how many hours he/she spent on providing care, help or assistance to household members aged 18 years or older because of a disability, illness, or problems related to old age.

*Record the total number of hours.*

### **H6: Did (NAME) spend any time looking after children aged 17 years or younger living in this household?**

Ask the respondent if he/she spent any time looking after children aged 17 years or younger living in this household such as bathing, playing with children, taking children to school, sports or other activities, instructing, tutoring or helping children with homework, advising or talking with teens about their problems, etc.

### **H7: How many hours did (NAME) spend on these activities [DATE] up to [DATE]?**

Ask the respondent how many hours he/she spent on looking after children aged 17 years or younger living in this household such as bathing, playing with children, taking children to school, sports or other

activities, instructing, tutoring or helping children with homework, advising or talking with teens about their problems, etc.

*Record the total number of hours.*

**H8a In the last 7 days [DATE] up to [DATE/Yesterday], how much time did (NAME) spend on Cleaning the house, washing clothes, for the household?**

Ask the respondent how many hours he/she spent cleaning the house, washing clothes or shopping for the household.

*Record the total number of hours.*

**H8b: In the last 7 days, how much time did (NAME) spend on preparing, cooking and preserving food e.g. drying, smoking and salting?**

Ask the respondent how many hours he/she spent on preparing and preserving food, such as Mealie meal, dried fish/meat, cassava.

*Record the total number of hours.*

**H8c: From [DATE] to [DATE], how much time did (NAME) spend on Making goods for use by the household, such as furniture, pottery, baskets, clothing, mats?**

Ask the respondent how many hours he/she spent on making goods for use by the household, such as furniture, pottery, baskets, clothing, mats.

*Record the total number of hours.*

**H8d: In the last 7 days, how much time did (NAME) spend on shopping, paying household bills or arranging services to fix or maintain the household's dwelling or car?**

Ask the respondent how many hours he/she spent on paying household bills or arranging services to fix or maintain the household's dwelling or car.

*Record the total number of hours.*

**H8e: From [DATE] to [DATE], how much time did (NAME) spend on Doing repairs or maintenance works, such as fixing broken appliances or fixtures, painting walls, etc.?**

Ask the respondent how many hours he/she spent on doing repairs or maintenance works, such as fixing broken appliances or fixtures, painting walls, etc.

*Record the total number of hours.*

**H8f: From [DATE] to [DATE], how much time did (NAME) spend on doing construction work to renovate, extend or build the household's dwelling.**

Ask the respondent how many hours he/she spent on doing construction work to renovate, extend or build the household's dwelling.

*Record the total number of hours.*

**H8g: From [DATE] to [DATE], how much time did (NAME) spend on fetching water from natural or public sources for use by the household?**

Ask the respondent how many hours he/she spent on fetching water from natural or public sources for use by the household.

*Record the total number of hours.*

**H8h: From [DATE] to [DATE], how much time did (NAME) spend on collecting firewood or other natural products for use as fuel by the household?**

Ask the respondent how many hours he/she spent on collecting firewood or other natural products for use as fuel by the household.

*Record the total number of hours.*

**H8i In the last 7 days, how much time did (NAME) spend on Leisure e.g., playing sports, watching TV etc.?**

Ask the respondent how many hours he/she spent on leisure e.g., playing sports, watching TV etc.

*Record the total number of hours.*

**H8j In the last 7 days, how much time did (NAME) spend on Personal care e.g. bathing, eating and sleeping?**

Ask the respondent how many hours he/she spent on personal care i.e. bathing self, eating and sleeping.

*Record the total number of hours.*

## **SECTION J: LABOUR MIGRATION**

This section covers migration for all usual household members.

### **J1\_A: In which country was (NAME) born?**

Find out from the respondent whether he/she was born within or outside Zambia.

*Record the appropriate response.*

### **J1B\_A: Specify the Country in which (NAME) was born?**

Find out from the respondent their country of birth. This question applies to those born outside Zambia.

*Record the appropriate response.*

### **J2\_A: What is (NAME) Nationality?**

Find out from the respondent his/her nationality. This question applies to those born in and outside Zambia.

*Record the appropriate response.*

### **J2B\_A: Does (NAME) have another nationality?**

Ask the respondent if he/she has another nationality. This question only applies to those whose nationality is Zambian.

*Record the appropriate response.*

### **J3\_A: Has (NAME) moved from another country to Zambia in the last 12 months?**

Ask the respondent if he/she had moved from another country to Zambia in the last 12 months. Note that the respondent should have moved to become a usual member of a household.

### **J4\_A: When did (NAME) move to Zambia?**

Ask the respondent when he/she had moved from another country to Zambia.

### **J5\_A: In which country was (NAME) living before he/she moved to Zambia?**

Ask the respondent which country he/she was living before he/she moved to Zambia.

### **J6\_A: What was the main reason for (NAME) moving to Zambia?**

Ask the respondent why he/she moved to Zambia.

*Read out responses.*

### **J7\_A: With whom did (NAME) move?**

Ask the respondent with whom he/she moved to Zambia.

### **J8\_A: In the last 12 months, has (NAME) travelled abroad for work?**

Ask the respondent if he/she has travelled abroad for work in the last 12 months.

### **J9\_A: How many trips has (NAME) made?**

Ask the respondent how many trips he/she has made abroad for work.

### **J10\_A: Did (NAME) travel abroad to provide a service in the destination country?**

Ask the respondent if he/she has travelled abroad to provide a service in the destination country.

### **J11\_A: What type of service did (NAME) provide?**

Ask the respondent what type of service he/she provided.

### **J12\_A: Approximately, what was the cost of the service?**

Ask the respondent the cost of services he/she provided abroad.

*Enter amount in Kwacha.*

## **SECTION J\_B: CASH REMITTANCES TO RELATIVES ABROAD**

### **J13\_B: Does (NAME) send money to relatives abroad?**

Find out from the respondent if she/he sends money to relatives abroad.

### **J14\_B: How much does (NAME) send?**

Find out from the respondent how much he/she sends.

*Enter amount in Kwacha.*

### **J15\_B: How does (NAME) send this money?**

Find out from the respondent how he/she sends the money.

### **J16\_B: How much, on average, does (NAME) pay as fees for the money sent?**

Find out from the respondent how much on average he/she pays as fees for sending money.

*Enter amount in Kwacha.*

### **J17\_B: How often does (NAME) send?**

Find out from the respondent how often he/she sends the money.

## **SECTION J\_C: LABOUR MIGRATION- PART B – INTERNAL MIGRATION**

**This section covers migration for all persons born in Zambia.**

### **J1\_C: In which district was (NAME) born?**

Ask the respondent which district he/she was born in.

### **J2\_C: Has (NAME) moved from one district to another in the last 12 months?**

Ask the respondent if he/she has moved from one district to another in the last 12 months. Note that the question seeks to find out if the respondent had changed their usual place of residence from one district to another.

### **J3\_C: When did (NAME) move to this district?**

Ask the respondent when he/she moved to the current district of residence.

### **J4\_C: In which district was (NAME) living before he/she moved to the current district?**

Ask the respondent which district he/she was living in before moving to the current district of residence.

### **J5\_C: What was the main reason for (NAME) moving to current district of residence?**

Ask the respondent the **main** reason he/she moved to the current district of residence.

*Read out responses.*

### **J6\_C: With whom did (NAME) move?**

Ask the respondent whom he/she moved with.

## **SECTION K: SOCIAL PROTECTION**

**This section covers social protection for all household members.**

Social protection is defined as the set of policies and practices that protect and promote the livelihoods and welfare of people suffering from critical levels of poverty and deprivation and/or are vulnerable to risks and shocks. (MCDMCH, 2014)

### **K1: Is any member of this household a beneficiary of social cash transfer program?**

Find out from the respondent if any member of the household is a beneficiary of social cash transfer program. Social cash transfers are regular non-contributory payments of money provided to vulnerable persons living with a disability individuals and households with persons aged 65 years or older.

### **K2: Is any member of this household a beneficiary of Public Welfare Assistance Scheme?**

Find out from the respondent if any member of the household is a beneficiary of the public welfare assistance scheme. This scheme is a social assistance program at alleviating the suffering of the poorest and most vulnerable people in Zambia. The services under PWAS include assistance such as repatriation of stranded clients, secondary education requirements, purchase of baby formula for babies birthed without care and other emergency referral cases from institutions such as the police Victim Support Unit.

### **K3: Is any member of this household a beneficiary of School feeding program?**

Find out from the respondent if any member of the household is a beneficiary of the school feeding program. This program provides a locally sourced meal to learners in pre and primary schools.

### **K4: Is any member of this household a beneficiary of Food Security Pack (FSP)?**

Find out from the respondent if any member of the household is a beneficiary of food security pack. The program empowers the poor and vulnerable but viable farmer households with agricultural inputs and livelihood skills to improve their productivity with the ultimate goal of enhancing their food, nutrition and income security for self-sustainability and poverty reduction.

### **K5: Is any member of this household a beneficiary of Fertilizer Input Support Program (FISP)?**

Find out from the respondent if any member of the household is a beneficiary of fertilizer input support program. This program supports vulnerable but viable small-scale farmers by supplying agricultural inputs such as seed and fertilizer to them.

### **K6: Is any member of this household a beneficiary of Women empowerment program?**

Find out from the respondent if any member of the household is a beneficiary of women empowerment program. This program aims to increase access to livelihood support for women and access to secondary education for disadvantaged adolescent girls in extremely poor households.

### **K7: Is any member of this household a beneficiary of Orphans and Vulnerable Children (OVC) bursary?**

Find out from the respondent if any member of the household is a beneficiary of the orphans and vulnerable children bursary. This program serves children in a range of adverse situations, including children and adolescents who are living with HIV/AIDS.

**SECTION L: HOUSEHOLD TASKS- For all children 5-17 years**

**L1: From [DATE] to [DATE], did (NAME) do any of the household chores below for the household?**

Ask the respondent if he/she did any of the household chores listed such as fetching water, cooking, cleaning utensils/ house, washing clothes, caring for children/ old/ sick, shopping or selling items.

*Read out responses. (Multiple response)*

**L2: From [DATE] to [DATE], how many hours did you do such household tasks?**

Ask the respondent how many hours he/she spent doing the household tasks each day.

*Record number of hours per day. If the respondent spent less than one hour, record one (1).*

**L3: From [DATE] to [DATE], when did (NAME) usually carry out these activities?**

Ask the respondent whether he/she carried out these activities in the morning only, in the afternoon only, in the evening only, both morning and afternoon or the whole day. This question seeks to establish when the activities were carried out.

*Read out responses.*

**L4: From [DATE] to [DATE], when did (NAME) usually carry out these activities?**

Ask the respondent whether he/she carried out these activities after school, before school, both before and after school, on the week-end, during missed school hours/days, **during the day after other work**. This question seeks to establish whether the activities were usually carried out during school hours.

*Note that this question applies to children attending school.*

*Read out responses.*

## **SECTION M: FOOD SECURITY**

This section covers food and access to food

**M1: During the last 12 months, was there a time when, because of lack of money or other resources, YOU were worried you would not have enough to eat?**

Ask the respondent if he/she was worried that he/she would not have enough to eat because of lack of money or other resources during the last 12 months.

**M2: During the last 12 months, was there a time when, because of lack of money or other resources, YOU were unable to eat healthy and nutritious food?**

Ask the respondent if there was a time he/she was unable to eat healthy and nutritious food because of lack of money or other resources during the last 12 months.

**M3: During the last 12 months, was there a time when, because of lack of money or other resources, YOU ate only a few kinds of foods?**

Ask the respondent if there was a time he/she ate only a few kinds of food because of lack of money or other resources during the last 12 months.

**M4: During the last 12 months, was there a time when, because of lack of money or other resources, YOU had to skip a meal?**

Ask the respondent if there was a time he/she had to skip a meal because of lack of money or other resources during the last 12 months.

**M5: During the last 12 months, was there a time when, because of lack of money or other resources, YOU ate less than you thought you should?**

Ask the respondent if there was a time he/she ate less than what he/she should have because of lack of money or other resources during the last 12 months.

**M6: During the last 12 months, was there a time when, because of lack of money or other resources, YOUR household ran out of food?**

Ask the respondent if there was a time his/her household ran out of food because of lack of money or other resources during the last 12 months.

**M7: During the last 12 months, was there a time when, because of lack of money or other resources, YOU were hungry but did not eat?**

Ask the respondent if there was a time he/she was hungry but did not eat because of lack of money or other resources during the last 12 months.

**M8: During the last 12 months, was there a time when, because of lack of money or other resources, YOU went without eating for a whole day?**

Ask the respondent if there was a time he/she went without eating for a whole day because of lack of money or other resources during the last 12 months.

## SECTION N: HOUSING AND HOUSEHOLD CHARACTERISTICS

This section covers household and household characteristics

### **N1: In what type of dwelling does the household live?**

This question seeks to establish whether the housing unit is a hut, stand-alone/detached house, semi-detached house, terraced house, flat/apartment, mobile housing unit, part of commercial/institution building, makeshift, collective living quarters, institution quarters, incomplete residential building or incomplete non-residential building.

**Hut** – it is a building usually made of locally available earth materials (e.g. mud bricks, mud floor, grass, palm leaf. Huts have a hat shaped roof but can take many shapes. It is mostly common in rural parts of Zambia, built using techniques passed down through generations

Note: Even if it is located in urban areas it must be recorded as a hut.



**Stand-alone/Detached House** –This is a durable, well built dwelling which is an independent or free standing residential building/housing unit (single or more storey) that does not share walls with another house.

Single storey (ground storey only)



Double storey



**Semi-Detached House:** A semi-detached house, (double or single storey) is one that is joined to another house by a common dividing wall that they share which extends from the ground to the roof. Semi-detached houses are often mirror images of each other. There are two units in one building and shares one common wall with the next/neighbouring house.



**Terraced House:** One of a row of similar houses joined together by their side walls. It is a house in a row of houses that shares a wall with houses next to it. They are three or more in a row.



**Flat/Apartment:** A set of rooms forming an individual residence/housing unit, typically on one or more floors and within a larger singular building containing a **number of such residences/housing units**. It usually has one common stair way. Flat and apartment are generally used interchangeably.



**Mobile Housing Unit** -any type of living quarter that has been produced to be transported or a moving unit such as a caravan, trailers, boats, tents etc. occupied as living quarters at the time of the census.



**Part of Commercial/Institution building** -this is a living quarter which is part of a commercial building, e.g. a housing unit built as part of the commercial or institution building.

**Makeshift Housing Unit** -an independent, makeshift-shelter or structure built of mostly waste or salvaged materials and without a predetermined design or plan for the purpose of habitation by one household, which is being used as living quarters though it may not comply with generally accepted standards for habitation. Such a unit will be generally found in unplanned settlements or shanty areas. Not all structures in shanty areas may be considered as improvised as many of these may have been built in a planned manner from regular building materials.



**Collective Living Quarters** -include structurally separate and independent places of abode intended for habitation by large groups of individuals or several households with no common bond, public objective or interest. Such quarters usually contain common facilities such as kitchen, bathrooms, lounge or dormitories, which are shared by occupants. Examples are hotels, motels, inns, lodges, boarding houses etc., which provide lodging on a fee basis.

**Institutional Quarters** - sets of premises in a permanent structure or structures designed to house groups of persons (usually large) who are bound by either a common public objective or a common personal interest. In this type of living quarters persons of the same sex frequently share dormitories. Examples are Hospitals, military barracks, boarding schools, convents, seminaries, prisons, etc. Note that other housing unit types such as semi-detached or stand alone house can be found in the same premises where collective living quarters are.

**Incomplete residential building**

A structure that has not been yet completed but which provides a living space for the household.



**Incomplete non-residential building**

A structure that has not been yet completed and is not intended for residential purposes.



**N2: On what basis does your household occupy the dwelling you are living in?**

Ask the respondent on what basis the household occupies the dwelling. This question seeks to establish whether the housing unit is rented from local government (council), central government, private company, parastatal and private persons or provided for free by the employer or its owned by a household member.

**N3: How many rooms are occupied by this household excluding bathrooms and toilets?**

Ask the respondent how many rooms are occupied by the household excluding bathrooms and toilets.

**Note: For rural areas count the number of rooms in each hut belonging to the household collectively.**

*Record the number of rooms.*

**N4: Are any of these facilities available in the household housing unit?**

Ask the respondent if the housing unit they reside in has a kitchen, bathroom and toilet and whether these facilities are inside the house and exclusive, inside the house and shared, outside the house and exclusive, outside the house and shared or not available.

**N5: What is the main source of energy for cooking in your household?**

Ask the respondent their main source of energy for cooking in the household. This question seeks to establish whether the household's main source of energy for cooking is electricity, firewood, coal, biogas etc.

**N6: What is the main source of energy for lighting in your household?**

Ask the respondent their main source of energy for lighting in the household. This question seeks to establish whether the household's main source of energy for lighting is electricity, firewood, candle, solar lantern etc.

**N6: What is the main source of drinking water?**

Ask the respondent their main source of drinking water. This question seeks to establish whether the household's main source of drinking water is piped water into the housing unit, communal tap, unprotected well, rain water, water kiosk etc.

## SECTION P: FINANCIAL INCLUSION MODULE

This section covers Financial Inclusion for all persons 15 years or older

### **P1: Which of the following are you aware of?**

The objective of this question is to assess the respondent's awareness of the various financial services and products that are available on the market. The Enumerator ***should*** read out the responses and multiple mentions are possible.

Savings refer to the money that you put aside for future use rather than spending it immediately.

A Warehouse receipt is a document that provides proof of ownership for commodities stored in a warehouse and can be used as collateral when getting a loan.

Insurance is a legal agreement between the insurance company and an individual, where the insurance company agrees to compensate the insured individual for any losses that may arise from the occurrence of specific events.

A Bank account is an arrangement with a bank which allows one to deposit and withdraw money and in some cases be paid interest.

Debt refers to the amount of money borrowed by one party from another.

A Credit Guarantee Scheme is a mechanism which provides guarantees on loans by covering a share of the default risk. In case a borrower fails to pay back the loan, the lender can recover the guaranteed amount from the Scheme.

Movable collateral refers to any movable property which can be pledged as security in order to obtain a loan. This includes household appliances, motor vehicles, farm implements and livestock.

Mobile money services are services which allow for storage, sending and receiving of money using a mobile phone.

A credit reference bureau is an organization that gathers and maintains data on the credit history of individuals, businesses and organizations, and makes this information available to relevant users.

Savings groups/ village savings

Pensions/ Micro Pensions

### **P2: Which of the following documents do you have?**

The aim of this question is to assess the respondent's eligibility to access financial services. Read out the responses and multiple mentions possible.

A national registration card is a national identity card which is issued to individual that are above 16 years old.

A Valid driver's license is an official document which allows an individual to operate a motor vehicle.

A Valid passport is a travel document issued by a country's government to its citizens that verifies the identity and nationality of the holder for the purpose of international travel.

A payslip is a document given to an employee by the employer with details of the amount paid and the deductions made.

A lease agreement is a contract between a landlord and a tenant that states what the tenant will pay monthly for rent and for how long.

A subscription is an arrangement to receive a service after paying in advance. Example of a subscription is the payment for satellite television.

A tax payer identification Number in your name is a unique computer generated number allocated to a tax payer.

A bill is printed or written statement of the money owed for goods or services. Bills can be for electricity, water or telephone services.

An insurance policy is a document with details of the contract between the insurance company and the individual or business that is insured.

A title deed in your name is a document which shows proof of someone's legal right to own a specific property such as land or buildings.

A white book in your Name: a car registration certificate document which confirms ownership

**P3: In the last 3 months, did you?**

The objective of this question is to assess the financial behavior of the respondent. Read out the responses and multiple mentions possible.

Bill: is printed or written statement of the money owed for goods or services. Bills can be for electricity, water or telephone services

budget/spending plan is an estimation of one's income and expenses over a specified period of time.

A financial emergency refers to a financial need which results from the occurrence of an unforeseen event.

Financial planning involves creating a roadmap on how income will be spent in order to achieve the set goals.

**P4: In the past 12 months, about how often did you use the following for paying bills?**

This question aims at finding out the method used by the respondent to pay for bills. The Enumerator should read out the responses and single mention only.

Cash is money in the form of notes or coins.

Debit card (ATM card) is a card which allows an account holder to withdraw money from an automated teller machine (ATM) and to also pay for purchases directly from the money held in the account.

Credit card is a card issued by a financial institution and allows the holder to purchase goods and services on credit.

A bank transfer is simply the movement of money from one bank account to another.

Mobile money is a service where money is stored, sent, received or spent using a mobile phone.

**P5: Which of these are most important to have to be able to manage your finances?**

The objective of this question is to find out the respondent's most important method of managing finances. Read out the responses and single mention only.

A savings account is a financial product where you store money for safe keeping while earning an interest.

A bank is a financial institution licensed and supervised by the Bank of Zambia to receive deposits and make loans. Banks may also provide financial services, such as wealth management, currency exchange, and safe deposit boxes. Examples include Zanaco, NatSave etc.

A microfinance institution is an organization that offers financial services to low-income populations. Almost all Microfinance institutions give loans to their members, and may offer insurance, deposit and other services. Examples would include Madison Finance, Izwe Loans etc.

A Savings and Credit Co-operative (SACCO) is a cooperative financial organization owned and operated by and for its members, according to democratic principles, for the purpose of encouraging savings, using pooled funds to extend loans to members at reasonable rates of interest.

A Chilimba is an informal indigenous savings club *mostly made up of women*.

A Savings Group (SG) is a community-managed group typically made up of 15-30 people who get together regularly to save and eventually borrow if they choose to.

A Village bank is an initiative used in less privileged communities, especially rural areas to help those that cannot access the services of formal financial institutions.

A Shylock (kaloba) is a person who lends money which has to be paid back at a high rate of interest.

Mobile money services are services which allow for storage, sending and receiving of money using a mobile phone.

**P6: Which of the following do you use to help you manage your money?**

This question intends to find out the method used by the respondent to manage money.

The Enumerator should read the out the responses and multiple mentions are possible.

**P7: When you use a bank, do you use it .... ?**

The objective of this question is to find out the way in which the respondent interacts with a financial service provider.

An account holder is someone who maintains an account with a particular a financial service provider.

A non-account holder is someone who does not maintains an account with a particular a financial service provider.

Joint account is an account owned by two or more individuals with a particular a financial service provider.

Over the counter (OTC) services are services which can be accessed by people who do not have an account with the bank. OTC services may include purchasing foreign currency, depositing money into a school account, paying a traffic fine, etc.

**P8: Which of the following products or services do you use with a bank?**

The aim of this question is to assess the kind of bank services that the respondent uses. Read out the responses and multiple mentions possible.

A debit (ATM) card is a card which allows an account holder to withdraw money from an automated teller machine (ATM) and to also pay for purchases directly from the money held in the account.

Money transfer is the act of moving money from one point to another, and usually done electronically.

Mobile banking is a service provided by a bank or other financial institution that allows its customers to conduct financial transactions remotely using a mobile phone.

A current account is a bank account from which money can be withdrawn at any time using a cheque book or a debit card. Typically, current accounts are non-interest earning.

A savings account is a bank account which allows someone to deposit money, keep it safe, and withdraw funds, all while earning interest.

A fixed deposit account is an account in which money is deposited for a stated period of time a fixed interest rate is paid at the end of that period.

Internet banking is an electronic transaction with a bank for payments and transfers among others or for looking up account information.

**P9: What method do you mainly use to pay for food/groceries?**

This question's objective is to determine the method which is mostly used by the respondent when paying for necessities such as groceries.

The Enumerator ***should not*** read out responses. Only single mention is possible.

Cash is money in the form of coins or notes.

A cheque is a document that orders a bank to pay a specific amount of money from a person's account to the person in whose name the cheque has been issued.

A bank transfer is the movement of money from one bank account to another.

A debit (ATM) card is a card which allows an account holder to withdraw money from an automated teller machine (ATM) and to also pay for purchases directly from the money held in the account.

A credit card is a card issued by a financial institution and allows the holder to purchase goods and services on credit.

Mobile banking is a service provided by a bank or other financial institution that allows its customers to conduct financial transactions remotely using a mobile phone.

Mobile Money:

Internet banking: is a service provided by a bank or other financial institution that allows its customers to conduct financial transactions remotely using web browser on an internet enable device such as a mobile phone.

**P10: What method do you mainly use to pay for utility bills (e.g. water, electricity)**

This question intends to find out the method commonly used by the respondent when paying bills such as electricity and water.

The Enumerator ***should not*** read out responses. Only single mention is possible.

**P11: How do you usually pay for school fees?**

The objective of this question is to find out the method which is mostly used by the respondent when paying for school fees.

The Enumerator ***should*** read out responses. Only single mention is possible.

**P12: How would you mainly pay for larger goods/appliances such as a radio, TV, furniture or a bicycle?**

The objective of this question is to find out the preferred mode of payment which the respondent can use when purchasing larger goods.

The Enumerator ***should*** read out responses. Only single mention is possible.

**P13: If you needed (K500 FOR RURAL / K1,000 FOR URBAN) within three days in case of an emergency, where would you get it from?**

The objective of this question is to determine the respondent's preferred source of funds in times of emergencies.

The Enumerator ***should not*** read out responses. Only single response is possible.

Savings refer to the money that you put aside for future use rather than spending it immediately.

A savings group is a community-managed group typically made up of 15-30 people who get together regularly to save and eventually borrow if they choose to.

Social fund is money contributed by members of a savings group and is meant to assist any member who faces an emergency.

A bank is a financial institution licensed and supervised by the Bank of Zambia to receive deposits and make loans. Banks may also provide financial services, such as wealth management, currency exchange, and safe deposit boxes. Examples include Zanaco, NatSave etc.

A microfinance institution is an organization that offers financial services to low income populations. Almost all Microfinance institutions give loans to their members, and may offer insurance, deposit and other services. Examples would include Madison Finance, Izwe Loans etc.

A microlender is an institution specialized in the offering and servicing of small-balance loans to low-income groups or individuals.

A Savings and Credit Co-operative (SACCO) is a cooperative financial organization owned and operated by and for its members, according to democratic principles, for the purpose of encouraging savings, using pooled funds to extend loans to members at reasonable rates of interest.

A Shylock or Moneylender (kaloba) is a person who lends money which has to be paid back at a high rate of interest.

Insurance is a legal agreement between the insurance company and an individual, where the insurance company agrees to compensate the insured individual for any losses that may arise from the occurrence of specific events. Examples include motor vehicle insurance.

**P14: How will you mainly ensure that you have money to meet your needs when you are old and cannot work?**

The question intends to establish the respondent's sources of money in old age and after retirement. Do not read out and single response only.

Savings refer to the money that you put aside for future use rather than spending it immediately

Rental income is the amount of money collected by a landlord from a tenant or group of tenants for occupying a particular space or building.

Shares represent ownership of a company. When an individual buys shares in a company, they become one of its owners. Shareholders earn income on shares called dividends.

Pension is a regular payment made by the state to people of or above the official retirement age and to some widows and disabled people.

An insurance policy is a contract between the insurance company and the insured individual, which determines the claims which the insurance company is legally required to pay. The individual who purchases the insurance policy pays an initial amount called a premium.

Land / Property put aside for future use. E.g. sale or use as collateral

Government Securities debt instruments issued by Government through the Bank of Zambia (BOZ) which enables

**P15: How often does this statement apply to you?**

The aim of this question is to assess the financial skills possessed by the respondent. Read out the responses and multiple mentions possible.

Consumption can be defined as the purchase of goods and services by individuals.

Savings refer to the money that you put aside for future use rather than spending it immediately.

Investment involves committing money with the expectation that it will yield some benefits in future. Examples of investment include purchasing land, shares, livestock etc.

**P16: Do you understand why Financial Service Providers request for personal information when registering for a service.**

The objective of this question is to assess if the respondent understands why financial service providers require personal information such as age, residential address, employment status, monthly income, next of kin, etc.

The question will help to determine if the respondent can tell when the information they give to financial service providers is misused.

Financial service providers are individuals or organizations that provide financial services such as loans, money transfers, savings, etc. Examples include banks, microfinance institutions, moneylenders (kaloba/shylock), insurance companies, etc.

**P17: Do you understand fully the terms and conditions for the services offered by my financial service provider.**

The aim of this question is to find out if the respondent understands the terms and conditions of service by financial service providers.

The question will help in knowing if the respondents understand their consumer rights.

**P18: Are you satisfied with the quality of services that you receive from your financial service provider.**

The objective of this question is to determine if the financial services used by the respondents meet the expected quality.

**P19: Do you understand the procedure for lodging complaints in case of a dispute with your financial service provider.**

The aim of this question is to determine if the respondent knows where to seek assistance whenever they have a dispute with their financial service provider.

A dispute refers to any complaint or disagreement that a customer can have with their financial service provider. Examples of disputes include failed ATM transactions, being overcharged for a service, money sent to a wrong recipient, etc.

**P20: Do you own a mobile phone?**

The objective of this question is to determine if the respondent owns a mobile phone.

A mobile phone refers to a small portable radio telephone that can be used to communicate, conduct mobile money transactions (pay bills, buy airtime, save, send & receive money and etc) over a radio frequency network available within a telephone service area.

**P20A: Do you own a sim card?**

This question seeks to find out if the respondent owns a sim card registered in their own name only.

**P21: Do you have a mobile money account in your own name?**

The question seeks to find out whether the respondent has a mobile money account and whether it is registered under their own name that is copied on the National Identity card.

A mobile money account refers to an account that allows financial transactions to be conducted using a mobile phone. Mobile money account uses a mobile phone number as an account number.

**P22: In the last three (3) months have you used mobile money?**

The purpose of this question is to determine whether the respondent has used mobile money in the last three (3) months prior to the survey.

**P23: In the last three (3) months, how often do you use mobile money?**

The objective of this question is to establish the frequency with which the respondent used mobile money within a specified period of time.

The question will help in knowing how active the mobile money account is for the respondent.

**P24: What type of mobile money transaction do you typically make?**

The question seeks to determine the type of mobile money transaction that the respondent typically makes.

A mobile money transaction refers to information exchanges that is related to finances and happen over mobile phone networks.

**P25: On a scale of 1 to 4, Do you find mobile money services to be cheap or expensive?**

The purpose of this question is to determine the level of affordability for the mobile money services accessed by the respondent.

Mobile money services refer to services that are conducted on a mobile phone such as bills payments, Airtime recharge and funds transfer etc.

**P26: If you save, please specify reasons for saving?**

The respondent may have saved part of the money that was earned. Thus, this question seeks to capture information on the respondent's reasons for saving money that has been earned.

The question will help in knowing the kind of investments made from saving by the respondent. Saving refers to putting money aside for future use.

**P27: In the last three (3) months, have you sent money to anyone?**

The question seeks to determine whether the respondent sent money to anyone in the past three (3) months.

**P27a: How did you mostly send the money?**

The objective of this question is to capture the most commonly used method of sending money by the respondent.

**P28: In the last three (3) months, have you received money from anyone?**

The question aims at finding out whether the respondent has received money from anyone in the past three (3) months.

**P28a: How did you mostly receive the money?**

The objective of this question is to capture the most commonly used method of receiving money by the respondent.

**P29: In the last three (3) months, has (NAME) borrowed money from?**

The question is meant to establish whether the respondent has borrowed money and where they borrowed from in the last three (3) months .

To borrow money refers to acquiring money from a bank, financial institutions, employers and other sources with the intention of paying back over an agreed period of time.

A bank is a financial institution licensed and supervised by the Bank of Zambia to receive deposits and make loans. Banks may also provide financial services, such as wealth management, currency exchange, and safe deposit boxes. Examples include Zanaco, NatSave etc.

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A Village bank is an initiative used in less privileged communities, especially rural areas to help those that cannot access the services of formal financial institutions.

A Shylock (kaloba) is a person who lends money which has to be paid back at a high rate of interest.

Pensions Funds

Insurance policy

**P30: Which of the following do (NAME) have?**

The question aims at determining the types of savings that the respondents have.

***Government securities** are debt instruments issued by the Government of Zambia through the Bank of Zambia. By issuing these instruments, the Government is borrowing money from the buyers of the debt instruments. These debt instruments are in the form of **Treasury bills** and **Government bonds**. The Zambian Government is obliged to pay the holder of the Treasury bill or Government bond a fixed sum of money on the maturity date of the instrument. Thus, when you purchase Government securities, you are lending your money to the Zambian Government.*

**Investments in unit trusts:**

***Stock:** a stock represents fractional ownership of equity in an organization.*

**P31a: Is your savings group linked to a formal financial service provider?**

This question seeks to find out if the respondent's savings group is linked to formal financial service provider.

**P31b: What kind of financial services and products do you use?**

The savings group may have been linked to a formal financial provider. Thus, this question is designed to establish which products or services the respondent uses with a formal financial provider.

A savings account is a bank account which allows someone to deposit money, keep it safe, and withdraw funds, all while earning interest.

Insurance is a legal agreement between the insurance company and an individual, where the insurance company agrees to compensate the insured individual for any losses that may arise from the occurrence of specific events. Examples include motor vehicle insurance.

Credit

Mobile banking is a service provided by a bank or other financial institution that allows its customers to conduct financial transactions remotely using a mobile phone.

Investment involves committing money with the expectation that it will yield some benefits in future. Examples of investment include purchasing land, shares, livestock etc.

**P32: (NAME) have you invested your savings so far?**

This question aims at determining whether the respondent has invested their savings.

Investment involves committing money with the expectation that it will yield some benefits in future. Examples of investment include purchasing land, shares, livestock etc.

**P33: What is your source of funds for investment?**

The question aims to establish the respondents' source of investment.

Remittances: refers to migrant's earnings sent home in the form of either cash or goods to support their families.

## **SECTION R: HOUSEHOLD EXPENDITURE (FOOD)**

This section questions about purchases, own consumption items or gifts that the household used in the last 4 weeks.

### **R1. In the last 4 weeks, did this household purchase, consume or receive as gift any of the following?**

Ask the respondent if the household purchased, consumed or received as gifts the items below. The question is answered Yes or No for each item.

1. Onion
2. Cabbages
3. Eggs
4. Breakfast meal
5. Potatoes unpeeled
6. Dried beans
7. Chicken (Fresh)
8. Sugar
9. Cremora
10. Cooking Oil

## **SECTION S: YEARLY NON-FOOD (HEALTH AND CLOTHING)**

This section covers questions on Yearly non-food (Health and Clothing) purchases by the household in the last 12 months.

### **S1. In the last 12 months, did this household pay for or receive [ITEM]?**

Ask the respondent if the household paid or received the following items i.e., medicines, children's clothing, footwear (e.g. shoes, sandals, patapata, sofias). The question is answered Yes or No for each item.

## **SECTION T: HOUSEHOLD ASSETS**

This section covers questions on household ownership of household assets. Note: These assets should be in functional state.

### **T1. Does this household own any of the following [ITEM]?**

Ask the respondent if the household owns any of the following assets: Bed, mattress, color television, smart television, axe, pick car and cattle. The question is answered Yes or No for each asset.

### **T2. How many [ITEM] does your household own?**

For each asset that the household owns, ask the respondent how many of that asset does the household own. Enter the number.

**APPENDIX 1: CODES FOR PROVINCES AND DISTRICTS**

<b>Province</b>	<b>Code</b>	<b>District</b>	<b>Code</b>
<b>Central</b>	<b>1</b>	<b>Chibombo</b>	<b>101</b>
		<b>Kabwe</b>	<b>102</b>
		<b>Kapiri Mposhi</b>	<b>103</b>
		<b>Mkushi</b>	<b>104</b>
		<b>Mumbwa</b>	<b>105</b>
		<b>Serenje</b>	<b>106</b>
<b>Copperbelt</b>	<b>2</b>	<b>Chililabombwe</b>	<b>201</b>
		<b>Chingola</b>	<b>202</b>
		<b>Kalulushi</b>	<b>203</b>
		<b>Kitwe</b>	<b>204</b>
		<b>Luanshya</b>	<b>205</b>
		<b>Lufwanyama</b>	<b>206</b>
		<b>Masaiti</b>	<b>207</b>
		<b>Mpongwe</b>	<b>208</b>
		<b>Mufulira</b>	<b>209</b>
		<b>Ndola</b>	<b>210</b>
<b>Eastern</b>	<b>3</b>	<b>Chadiza</b>	<b>301</b>
		<b>Chipata</b>	<b>302</b>
		<b>Katete</b>	<b>303</b>
		<b>Lundazi</b>	<b>304</b>
		<b>Mambwe</b>	<b>305</b>
		<b>Nyimba</b>	<b>306</b>
		<b>Petauke</b>	<b>307</b>

<b>Province</b>	<b>Code</b>	<b>District</b>	<b>Code</b>
<b>Luapula</b>	<b>4</b>	<b>Chienge</b>	<b>401</b>

		<b>Kawambwa</b>	<b>402</b>
		<b>Mansa</b>	<b>403</b>
		<b>Milenge</b>	<b>404</b>
		<b>Mwense</b>	<b>405</b>
		<b>Nchelenge</b>	<b>406</b>
		<b>Samfya</b>	<b>407</b>
<b>Lusaka</b>	<b>5</b>	<b>Chongwe</b>	<b>501</b>
		<b>Kafue</b>	<b>502</b>
		<b>Luangwa</b>	<b>503</b>
		<b>Lusaka</b>	<b>504</b>
<b>Muchinga</b>	<b>6</b>	<b>Chama</b>	<b>601</b>
		<b>Chinsali</b>	<b>602</b>
		<b>Isoka</b>	<b>603</b>
		<b>Mafinga</b>	<b>604</b>
		<b>Mpika</b>	<b>605</b>
		<b>Nakonde</b>	<b>606</b>
<b>Nothern</b>	<b>7</b>	<b>Chilubi</b>	<b>701</b>
		<b>Kaputa</b>	<b>702</b>
		<b>Kasama</b>	<b>703</b>
		<b>Luingu</b>	<b>704</b>
		<b>Mbala</b>	<b>705</b>
		<b>Mporokoso</b>	<b>706</b>
		<b>Mpulungu</b>	<b>707</b>
		<b>Mungwi</b>	<b>708</b>
<b>North Western</b>	<b>8</b>	<b>Chavuma</b>	<b>801</b>
		<b>Ikelenge</b>	<b>802</b>
		<b>Kabompo</b>	<b>803</b>
		<b>Kasempa</b>	<b>804</b>
		<b>Mufumbwe</b>	<b>805</b>
		<b>Mwinilunga</b>	<b>806</b>
		<b>Solwezi</b>	<b>807</b>
		<b>Zambezi</b>	<b>808</b>

<b>Province</b>	<b>Code</b>	<b>District</b>	<b>Code</b>
<b>Southern</b>	<b>9</b>	<b>Choma</b>	<b>901</b>
		<b>Gwembe</b>	<b>902</b>
		<b>Itezhi-tezhi</b>	<b>903</b>
		<b>Kalomo</b>	<b>904</b>
		<b>Kazungula</b>	<b>905</b>

		<b>Livingstone</b>	<b>906</b>
		<b>Mazabuka</b>	<b>907</b>
		<b>Monze</b>	<b>908</b>
		<b>Namwala</b>	<b>909</b>
		<b>Siavonga</b>	<b>910</b>
		<b>Sinazongwe</b>	<b>911</b>
<b>Western</b>	<b>10</b>	<b>Kalabo</b>	<b>1001</b>
		<b>Kaoma</b>	<b>1002</b>
		<b>Lukulu</b>	<b>1003</b>
		<b>Mongu</b>	<b>1004</b>
		<b>Senanga</b>	<b>1005</b>
		<b>Sesheke</b>	<b>1006</b>
		<b>Shang'ombo</b>	<b>1007</b>

## APPENDIX 2: CODES FOR MAJOR FIELDS OF STUDY

<b>ISCED Fields of Education and Training 2013</b>
00 Generic programmes and qualifications
001 Basic programmes and qualifications
002 Literacy and numeracy
003 Personal skills and development
<b>01 Education</b>
011 Education
02 Arts and humanities
021 Arts
022 Humanities (except languages)
023 Languages
<b>03 Social sciences, journalism and information</b>
031 Social and behavioural sciences
032 Journalism and information
<b>04 Business, administration and law</b>
041 Business and administration
042 Law
<b>05 Natural sciences, mathematics and statistics</b>
051 Biological and related sciences
052 Environment
053 Physical sciences

054 Mathematics and statistics
<b>06 Information and Communication Technologies</b>
061 Information and Communication Technologies
<b>07 Engineering, manufacturing and construction</b>
071 Engineering and engineering trades
072 Manufacturing and processing
073 Architecture and construction
<b>08 Agriculture, forestry, fisheries and veterinary</b>
081 Agriculture
082 Forestry
083 Fisheries
084 Veterinary
<b>09 Health and welfare</b>
091 Health
092 Welfare
<b>10 Services</b>
101 Personal services
102 Hygiene and occupational health services
103 Security services
104 Transport services

**APPENDIX 3: VOCATIONAL AND CRAFTS/SKILLS FIELD OF STUDY**

<b>CODES</b>	<b>A Diploma/Technologist Programmes</b>
1	Diploma in Aeronautical Electronics Engineering
2	Diploma in Agri-business Management
3	Diploma in Agricultural Journalism
4	Diploma in Air Traffic Management
5	Diploma in Aircraft Maintenance Engineering
6	Diploma in Auditing - Local Government
7	Diploma in Automotive Technology
8	Diploma in Biomedical Engineering Technology
9	Diploma in Building Construction Works Monitoring & Management
10	Diploma in Business Administration
11	Diploma in Community Development Studies
12	Diploma in Computer Studies
13	Diploma in Computer Systems Engineering
14	Diploma in Construction Management
15	Diploma in Creative Digital Media
16	Diploma in Dairy production
17	Diploma in Electrical Technology
18	Diploma in Fire Rescue Services
19	Diploma in Forestry
20	Diploma in Hospitality Management
21	Diploma in Human Resource Management
22	Diploma in Instrumentation
23	Diploma in Journalism
24	Diploma in Local Government Administration
25	Diploma in Local Government Finance
26	Diploma in Mechanical Technology
27	Diploma in Paralegal Work
28	Diploma in Pharmacy
29	Diploma in Physiotherapy
30	Diploma in Production management
31	Diploma in Radiography
32	Diploma in Radiotherapy Technology
33	Diploma in Records Management
34	Diploma in Rural and Urban Management
35	Diploma in Science Laboratory Technology
36	Diploma in Secretarial and Office Management
37	Diploma in Social Work
38	Diploma in Travel and Tourism
39	Diploma in Ultra Sound Technology

40	Diploma in Urban and Regional Planning
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	<b>B Advanced Certificate/Technician Programmes</b>
41	Advanced Certificate in Hospitality Management
42	Advanced Certificate in Automotive Engineering
43	Advanced Certificate in Computer Studies
44	Advanced Certificate in Computer Systems Engineering
45	Advanced Certificate in Electrical Engineering
46	Advanced Certificate in Food Production
47	Advanced Certificate in Heavy Equipment Repair
48	Advanced Certificate in House Keeping Studies
49	Advanced Certificate in Instrumentation
50	Advanced Certificate in Land Surveying
51	Advanced Certificate in Mechanical Draughting
52	Advanced Certificate in Mechanical Draughting
53	Advanced Certificate in Mechanical engineering
54	Advanced Certificate in Mechanical Engineering for Production
55	Advanced Certificate in Metal Fabrication
56	Advanced Certificate in Mining
57	Advanced Certificate in Printing
58	Advanced Certificate in Refrigeration and Air Conditioning
59	Advanced Certificate in Science Laboratory Technology
60	Advanced Certificate in Secretarial and Office Management
61	Advanced certificate in Secretarial and office Management
62	Advanced Certificate in Building Construction
63	Bridging Course from Automotive Technician to HER Technician
	<b>C Craft Certificate /Certificate Programmes</b>
64	Certificate in Computer Systems Engineering
65	Certificate in ICT for Visually impaired
66	Certificate in Photo Journalism
67	Certificate in Television Journalism
68	Certificate in Local Government Administration
69	Certificate in Community Based Natural Resource Management.
70	Certificate in Front office Operations
71	Certificate in Internal Auditing
72	Certificate in Livestock Production
73	Certificate in Agri-business
74	Certificate in Child and Youth Care
75	Certificate in Community Development Studies

76	Certificate in Computer Studies
77	Certificate in Co-operative and Agri-business Management
78	Certificate in Dairy production
79	Certificate in Electrical Engineering
80	Certificate in Food and Beverage Service

81	Certificate in Food Production
82	Certificate in General Agriculture
83	Certificate in House Keeping and Laundry Studies
84	Certificate in Human Resource Management
85	Certificate in Livestock Production
86	Certificate in Local Government Finance
87	Certificate in Mechanical Transport Administration
88	Certificate in Occupational Safety, Health and Environment
89	Certificate in Print Media Journalism
90	Certificate in Secretarial and Office Management
91	Certificate in Specialized News Writing
92	Certificate in Storekeeping
93	Certificate in Transport Management
94	Certificate Social Work
95	Craft Cert. in Electronic Equipment Maintenance and Repair
96	Craft Cert. in Metal fabrication
97	Craft Certificate in Water Supply Operations
98	Craft Certificate in Carpentry and Joinery
99	Craft Certificate in Plumbing
100	Craft Certificate in Auto Electrical and Electronics
101	Craft Certificate in Automotive Mechanics
102	Craft Certificate in Design Cutting and Tailoring
103	Craft Certificate in Electronics and Telecommunications
104	Craft Certificate in Fitting
105	Craft Certificate in Gemstone Cutting and Polishing
106	Craft Certificate in Heavy Equipment Repair
107	Craft Certificate in Instrumentation
108	Craft Certificate in Jewelry Manufacturing
109	Craft Certificate in Machining ( Mechanical Craft)
110	Craft Certificate in Mineral Processing Technology
111	Craft Certificate in Painting, Decorating & Graphics
112	Craft Certificate in Refrigeration and Air Conditioning
113	Craft Certificate in Rigging
114	Craft Certificate in Welding

**D Trade Test Certificate Programmes**

115	Level I Trade Test Certificate in Bricklaying
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116	Level I Trade Test Certificate in Carpentry and Joinery
117	Level II Trade Test Certificate in Bricklaying
118	Level II Trade Test Certificate in Carpentry and Joinery
119	Level III Trade Test Certificate in Fabric Printing (Community Dev.)
120	Level I Trade Test Certificate in Design Cutting and Tailoring
121	Level I Trade Test Certificate in Metal Fabrication and Welding
122	Level I Trade Test Certificate in Plumbing
123	Level I Trade Test Certificate in Water Supply Operations
124	Level I Trade Certificate in Computer Studies
125	Level I Trade Certificate in Drill and Blast Operations
126	Level I Trade Certificate in Earth Moving Operations
127	Level I Trade Certificate in Heavy Mobile Equipment Operation
128	Level I Trade Test Certificate in Community Based Natural Resource
129	Level I Trade Test Certificate in Professional Driving Class C
130	Level I Trade Test Certificate in Electronic System Maintenance and Repair
131	Level I Trade Test Certificate in Food Production
132	Level I Trade Test Certificate in Front Office Management
133	Level I Trade Test Certificate in Home Management
134	Level I Trade Test Certificate in Tour Guiding
135	Level II Trade Certificate Heavy Mobile Equipment Operation
136	Level II Trade Test Certificate in Professional Driving Class B
137	Level II Trade Test Certificate in Electronic System Maintenance and Repair
138	Level II Trade Test Certificate in Food Production
139	Level II Trade Test Certificate in Home Management
140	Level III Trade Certificate in Dewatering Operations
141	Level III Trade Certificate Cable Handling Works
142	Level III Trade Test Certificate Carpentry and joinery (Community Development)
143	Level III Trade Test Certificate in Metal Fabrication and Welding
144	Level III Trade Test Certificate in Carpentry & Joinery
145	Level III Trade Test Certificate in Design Cutting and Tailoring
146	Level III Trade Test Certificate in General Agriculture (Community Development)
147	Level III Trade Test Certificate in Water Supply Operations
148	Level III Trade Test Certificate in Beekeeping
149	Level III Trade Test Certificate in Bricklaying and plastering (Community Development)
150	Level III Trade Test Certificate in Electronic System Maintenance and Repair
151	Level III Trade Test Certificate in Food Production
152	= Level III Trade Test Certificate in Home Management (Community Dev) 152= Level III Trade Test Certificate in Knitting;
153	Level III Trade Test Certificate in Metalwork (Community Dev.)
154	Level II Trade Test Certificate in Design Cutting and Tailoring
155	Level II Trade Test Certificate in Metal Fabrication and Welding

156	Level II Trade Test Certificate in Water Supply Operations
157	Level II Trade Test Certificate in Plumbing
158	Level III Trade Test Certificate in Plumbing
159	Skills Awards 1 Skills Award in Baking
160	Skills Award in Dancing 3 Skills Award in Building Works Supervision
161	Skills Award in Civil Engineering Construction Processes
162	Skills Award in Community Based Natural Resource Management (CBNRM)
163	Skills Award in Community Based Research and Development
164	Skills Award in Community HIV/AIDS, TB and Malaria Management
165	Skills Award in Construction Materials Testing 9 Skills Award in Contracts Supervision
166	Skills Award in Culvert Design and Construction
167	Skills Award in ICT for the Construction Industry - Computer Aided Design
168	Skills Award in Land Surveying
169	Skills Award in NGO Management
170	Skills Award in Occupational Safety, Health and Environment
171	Skills Award in Peer Education
172	Skills Award in Public Sector Financial Management
173	Skills Award in Road Condition Survey
174	Skills Award in Road Construction and Maintenance
175	Skills Award in Social Work
199=	Crafts and skills not elsewhere classified

#### **44 APPENDIX 4: INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATION CODE - (ISCO-08)**

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

### **1 Manager**

#### 11 Chief executives, senior officials and legislators

##### 111 Legislators and senior officials

###### 1111 Legislators

###### 1112 Senior government officials

###### 1113 Traditional chiefs and heads of village

###### 1114 Senior officials of special-interest organizations

##### 112 Managing directors and chief executives

###### 1120 Managing directors and chief executives

#### 12 Administrative and commercial managers

##### 121 Business services and administration managers

###### 1211 Finance managers

###### 1212 Human resource managers

###### 1213 Policy and planning managers

##### 1219 Business services and administration managers not elsewhere classified

- 122 Sales, marketing and development managers
  - 1221 Sales and marketing managers
  - 1222 Advertising and public relations managers
  - 1223 Research and development managers
  
- 13 Production and specialized services managers
  - 131 Production managers in agriculture, forestry and fisheries
    - 1311 Agricultural and forestry production managers
    - 1312 Aquaculture and fisheries production managers
  - 132 Manufacturing, mining, construction, and distribution managers
    - 1321 Manufacturing managers
    - 1322 Mining managers
    - 1323 Construction managers
  
    - 1324 Supply, distribution and related managers
  - 133 Information and communications technology service managers
    - 1330 Information and communications technology service managers
  - 134 Professional services managers
    - 1341 Child care services managers
    - 1342 Health services managers
    - 1343 Aged care services managers
    - 1344 Social welfare managers
    - 1345 Education managers
    - 1346 Financial and insurance services branch managers
    - 1349 Professional services managers not elsewhere classified
  
- 14 Hospitality, retail and other services managers
  - 141 Hotel and restaurant managers
    - 1411 Hotel managers
    - 1412 Restaurant managers
  - 142 Retail and wholesale trade managers
    - 1420 Retail and wholesale trade managers
  - 143 Other services managers
    - 1431 Sports, recreation and cultural centre managers
    - 1439 Services managers not elsewhere classified

## **2 Professionals**

- 21 Science and engineering professionals
  - 211 Physical and earth science professionals
    - 2111 Physicists and astronomers
    - 2112 Meteorologists
    - 2113 Chemists
    - 2114 Geologists and geophysicists
  - 212 Mathematicians, actuaries and statisticians
    - 2120 Mathematicians, actuaries and statisticians
  - 213 Life science professionals
    - 2131 Biologists, botanists, zoologists and related professionals
    - 2132 Farming, forestry and fisheries advisers
    - 2133 Environmental protection professionals
  - 214 Engineering professionals (excluding electrotechnology)

- 2141 Industrial and production engineers
- 2142 Civil engineers
- 2143 Environmental engineers
- 2144 Mechanical engineers
- 2145 Chemical engineers
- 2146 Mining engineers, metallurgists and related professionals
- 2149 Engineering professionals not elsewhere classified
- 215 Electrotechnology engineers 2151 Electrical engineers
  - 2152 Electronics engineers
  - 2153 Telecommunications engineers
- 216 Architects, planners, surveyors and designers
  - 2161 Building architects
  - 2162 Landscape architects
  - 2163 Product and garment designers
  - 2164 Town and traffic planners
  - 2165 Cartographers and surveyors
  - 2166 Graphic and multimedia designers
- 22 Health professionals
  - 221 Medical doctors
    - 2211 Generalist medical practitioners
    - 2212 Specialist medical practitioners
  - 222 Nursing and midwifery professionals
    - 2221 Nursing professionals
    - 2222 Midwifery professionals
  - 223 Traditional and complementary medicine professionals
    - 2230 Traditional and complementary medicine professionals
  - 224 Paramedical practitioners
    - 2240 Paramedical practitioners
  - 225 Veterinarians
    - 2250 Veterinarians
  - 226 Other health professionals
    - 2261 Dentists
    - 2262 Pharmacists
    - 2263 Environmental and occupational health and hygiene professionals
    - 2264 Physiotherapists
    - 2265 Dieticians and nutritionists
    - 2266 Audiologists and speech therapists
    - 2267 Optometrists and ophthalmic opticians
    - 2269 Health professionals not elsewhere classified
- 23 Teaching professionals
  - 231 University and higher education teachers
    - 2310 University and higher education teachers
  - 232 Vocational education teachers
    - 2320 Vocational education teachers
  - 233 Secondary education teachers
    - 2330 Secondary education teachers
  - 234 Primary school and early childhood teachers
    - 2341 Primary school teachers
    - 2342 Early childhood educators
  - 235 Other teaching professionals
    - 2351 Education methods specialists

- 2352 Special needs teachers
- 2353 Other language teachers
- 2354 Other music teachers
- 2355 Other arts teachers
- 2356 Information technology trainers
- 2359 Teaching professionals not elsewhere classified
- 24 Business and administration professionals
  - 241 Finance professionals
    - 2411 Accountants
    - 2412 Financial and investment advisers
    - 2413 Financial analysts
  - 242 Administration professionals
    - 2421 Management and organization analysts
    - 2422 Policy administration professionals
    - 2423 Personnel and careers professionals
    - 2424 Training and staff development professionals
  - 243 Sales, marketing and public relations professionals
    - 2431 Advertising and marketing professionals
    - 2432 Public relations professionals
    - 2433 Technical and medical sales professionals (excluding ICT)
    - 2434 Information and communications technology sales professionals
- 25 Information and communications technology professionals
  - 251 Software and applications developers and analysts
    - 2511 Systems analysts
    - 2512 Software developers
    - 2513 Web and multimedia developers
    - 2514 Applications programmers
    - 2519 Software and applications developers and analysts not elsewhere classified
  - 252 Database and network professionals
    - 2521 Database designers and administrators
    - 2522 Systems administrators
    - 2523 Computer network professionals
    - 2529 Database and network professionals not elsewhere classified
- Legal, social and cultural professionals
  - 261 Legal professionals
    - 2611 Lawyers
    - 2612 Judges
    - 2619 Legal professionals not elsewhere classified
  - 262 Librarians, archivists and curators
    - 2621 Archivists and curators
    - 2622 Librarians and related information professionals
  - 263 Social and religious professionals
    - 2631 Economists
    - 2632 Sociologists, anthropologists and related professionals
    - 2633 Philosophers, historians and political scientists
    - 2634 Psychologists
    - 2635 Social work and counselling professionals
    - 2636 Religious professionals
  - 264 Authors, journalists and linguists
    - 2641 Authors and related writers
    - 2642 Journalists

- 2643 Translators, interpreters and other linguists
- 265 Creative and performing artists
  - 2651 Visual artists
  - 2652 Musicians, singers and composers
  - 2653 Dancers and choreographers
  - 2654 Film, stage and related directors and producers
  - 2655 Actors
  - 2659 Creative and performing artists not elsewhere classified

### **3 Technicians and associate professionals**

- 31 Science and engineering associate professionals
  - 311 Physical and engineering science technicians
    - 3111 Chemical and physical science technicians
    - 3112 Civil engineering technicians
    - 3113 Electrical engineering technicians
    - 3114 Electronics engineering technicians
    - 3115 Mechanical engineering technicians
    - 3116 Chemical engineering technicians
    - 3117 Mining and metallurgical technicians
    - 3118 Draughtspersons
    - 3119 Physical and engineering science technicians not elsewhere classified
  - 313 Mining, manufacturing and construction supervisors
    - 3121 Mining supervisors
    - 3122 Manufacturing supervisors
    - 3123 Construction supervisors
  - 314 Process control technicians
    - 3131 Power production plant operators
    - 3132 Incinerator and water treatment plant operators
    - 3133 Chemical processing plant controllers
    - 3134 Petroleum and natural gas refining plant operators
    - 3135 Metal production process controllers
    - 3139 Process control technicians not elsewhere classified
  - 315 Life science technicians and related associate professionals
    - 3141 Life science technicians (excluding medical)
    - 3142 Agricultural technicians
    - 3143 Forestry technicians
  - 316 Ship and aircraft controllers and technicians
    - 3151 Ships' engineers
    - 3152 Ships' deck officers and pilots
    - 3153 Aircraft pilots and related associate professionals
    - 3154 Air traffic controllers
    - 3155 Air traffic safety electronics technicians
- 32 Health associate professionals
  - 321 Medical and pharmaceutical technicians
    - 3211 Medical imaging and therapeutic equipment technicians
    - 3212 Medical and pathology laboratory technicians
    - 3213 Pharmaceutical technicians and assistants
    - 3214 Medical and dental prosthetic technicians
  - 322 Nursing and midwifery associate professionals
    - 3221 Nursing associate professionals

- 3222 Midwifery associate professionals
- 323 Traditional and complementary medicine associate professionals
  - 3230 Traditional and complementary medicine associate professionals
- 324 Veterinary technicians and assistants
  - 3240 Veterinary technicians and assistants
- 325 Other health associate professionals
  - 3251 Dental assistants and therapists
  - 3252 Medical records and health information technicians
  - 3253 Community health workers
  - 3254 Dispensing opticians
  - 3255 Physiotherapy technicians and assistants
  - 3256 Medical assistants
  - 3257 Environmental and occupational health inspectors and associates
  - 3258 Ambulance workers
  - 3259 Health associate professionals not elsewhere classified
- 33 Business and administration associate professionals
  - 331 Financial and mathematical associate professionals
    - 3311 Securities and finance dealers and brokers
    - 3312 Credit and loans officers
    - 3313 Accounting associate professionals
    - 3314 Statistical, mathematical and related associate professionals
    - 3315 Valuers and loss assessors
  - 332 Sales and purchasing agents and brokers
    - 3321 Insurance representatives
    - 3322 Commercial sales representatives
    - 3323 Buyers
    - 3324 Trade brokers
  - 333 Business services agents
    - 3331 Clearing and forwarding agents
    - 3332 Conference and event planners
    - 3333 Employment agents and contractors
    - 3334 Real estate agents and property managers
    - 3339 Business services agents not elsewhere classified
  - 334 Administrative and specialized secretaries
    - 3341 Office supervisors
    - 3342 Legal secretaries
    - 3343 Administrative and executive secretaries
    - 3344 Medical secretaries
  - 335 Regulatory government associate professionals
    - 3351 Customs and border inspectors
    - 3352 Government tax and excise officials
    - 3353 Government social benefits officials
    - 3354 Government licensing officials
    - 3355 Police inspectors and detectives
    - 3359 Regulatory government associate professionals not elsewhere classified
- 34 Legal, social, cultural and related associate professionals
  - 341 Legal, social and religious associate professionals
    - 3411 Legal and related associate professionals
    - 3412 Social work associate professionals
    - 3413 Religious associate professionals

- 342 Sports and fitness workers
  - 3421 Athletes and sports players
  - 3422 Sports coaches, instructors and officials
  - 3423 Fitness and recreation instructors and program leaders
- 343 Artistic, cultural and culinary associate professionals
  - 3431 Photographers
  - 3432 Interior designers and decorators
  - 3433 Gallery, museum and library technicians
  - 3434 Chefs
  - 3435 Other artistic and cultural associate professionals
- 35 Information and communications technicians
  - 351 Information and communications technology operations and user support technicians
    - 3511 Information and communications technology operations technicians
    - 3512 Information and communications technology user support technicians
    - 3513 Computer network and systems technicians
    - 3514 Web technicians
  - 352 Telecommunications and broadcasting technicians
    - 3521 Broadcasting and audio-visual technicians
    - 3522 Telecommunications engineering technicians

#### **4 Clerical support workers**

- 41 General and keyboard clerks
  - 411 General office clerks
    - 4110 General office clerks
  - 412 Secretaries (general)
    - 4120 Secretaries (general)
  - 413 Keyboard operators
    - 4131 Typists and word processing operators
    - 4132 Data entry clerks
- 42 Customer services clerks
  - 421 Tellers, money collectors and related clerks
    - 4211 Bank tellers and related clerks
    - 4212 Bookmakers, croupiers and related gaming workers
    - 4213 Pawnbrokers and money-lenders
    - 4214 Debt-collectors and related workers
  - 422 Client information workers
    - 4221 Travel consultants and clerks
    - 4222 Contact centre information clerks
    - 4223 Telephone switchboard operators
    - 4224 Hotel receptionists
    - 4225 Enquiry clerks
    - 4226 Receptionists (general)
    - 4227 Survey and market research interviewers
    - 4229 Client information workers not elsewhere classified
- 43 Numerical and material recording clerks
  - 431 Numerical clerks
    - 4311 Accounting and bookkeeping clerks
    - 4312 Statistical, finance and insurance clerks
    - 4313 Payroll clerks

- 432 Material-recording and transport clerks
  - 4321 Stock clerks
  - 4322 Production clerks
  - 4323 Transport clerks
- 44 Other clerical support workers
  - 441 Other clerical support workers
    - 4411 Library clerks
    - 4412 Mail carriers and sorting clerks
    - 4413 Coding, proof-reading and related clerks
    - 4414 Scribes and related workers
    - 4415 Filing and copying clerks
    - 4416 Personnel clerks
    - 4419 Clerical support workers not elsewhere classified

## **5 Service and sales workers**

- 51 Personal service workers
  - 511 Travel attendants, conductors and guides
    - 5111 Travel attendants and travel stewards
    - 5112 Transport conductors
    - 5113 Travel guides
  - 5120 Cooks
  - 513 Waiters and bartenders
    - 5131 Waiters
    - 5132 Bartenders
  - 514 Hairdressers, beauticians and related workers
    - 5141 Hairdressers
    - 5142 Beauticians and related workers
  - 515 Building and housekeeping supervisors
    - 5151 Cleaning and housekeeping supervisors in offices, hotels and other establishments
    - 5152 Domestic housekeepers
    - 5153 Building caretakers
  - 516 Other personal services workers
    - 5161 Astrologers, fortune-tellers and related workers
    - 5162 Companions and valets
    - 5163 Undertakers and embalmers
    - 5164 Pet groomers and animal care workers
    - 5165 Driving instructors
    - 5169 Personal services workers not elsewhere classified
- 52 Sales workers
  - 521 Street and market salespersons
    - 5211 Stall and market salespersons
    - 5212 Street food salespersons
  - 522 Shop salespersons
    - 5221 Shop keepers
    - 5222 Shop supervisors
    - 5223 Shop sales assistants
  - 524 Cashiers and ticket clerks
    - 5230 Cashiers and ticket clerks
  - 525 Other sales workers

- 5241 Fashion and other models
- 5242 Sales demonstrators
- 5243 Door to door salespersons
- 5244 Contact centre salespersons
- 5245 Service station attendants
- 5246 Food service counter attendants
- 5249 Sales workers not elsewhere classified
- 53 Personal care workers
  - 531 Child care workers and teachers' aides
    - 5311 Child care workers
    - 5312 Teachers' aides
  - 532 Personal care workers in health services
    - 5321 Health care assistants
    - 5322 Home-based personal care workers
    - 5329 Personal care workers in health services not elsewhere classified
- 54 Protective services workers
  - 541 Protective services workers
    - 5411 Fire-fighters
    - 5412 Police officers
    - 5413 Prison guards
    - 5414 Security guards
    - 5419 Protective services workers not elsewhere classified

## **6 Skilled agricultural, forestry and fishery workers**

- 61 Market-oriented skilled agricultural workers
  - 611 Market gardeners and crop growers
    - 6111 Field crop and vegetable growers
    - 6112 Tree and shrub crop growers
    - 6113 Gardeners, horticultural and nursery growers
    - 6114 Mixed crop growers
  - 612 Animal producers
    - 6121 Livestock and dairy producers
    - 6122 Poultry producers
    - 6123 Apiarists and sericulturists
    - 6129 Animal producers not elsewhere classified
  - 613 Mixed crop and animal producers
    - 6130 Mixed crop and animal producers
- 62 Market-oriented skilled forestry, fishery and hunting workers
  - 621 Forestry and related workers
    - 6210 Forestry and related workers
  - 622 Fishery workers, hunters and trappers
    - 6221 Aquaculture workers
    - 6222 Inland and coastal waters fishery workers
    - 6223 Deep-sea fishery workers
    - 6224 Hunters and trappers
- 63 Subsistence farmers, fishers, hunters and gatherers
  - 631 Subsistence crop farmers
    - 6310 Subsistence crop farmers
  - 632 Subsistence livestock farmers
    - 6320 Subsistence livestock farmers

- 633 Subsistence mixed crop and livestock farmers
  - 6330 Subsistence mixed crop and livestock farmers
- 634 Subsistence fishers, hunters, trappers and gatherers
  - 6340 Subsistence fishers, hunters, trappers and gatherers

## 7 Craft and related trades workers

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

- 7315 Glass makers, cutters, grinders and finishers
- 7316 Sign writers, decorative painters, engravers and etchers
- 7317 Handicraft workers in wood, basketry and related materials
- 7318 Handicraft workers in textile, leather and related materials
- 7319 Handicraft workers not elsewhere classified
- 732 Printing trades workers
  - 7321 Pre-press technicians
  - 7322 Printers
  - 7323 Print finishing and binding workers
- 74 Electrical and electronic trades workers
  - 741 Electrical equipment installers and repairers
    - 7411 Building and related electricians
    - 7412 Electrical mechanics and fitters
    - 7413 Electrical line installers and repairers
  - 742 Electronics and telecommunications installers and repairers
    - 7421 Electronics mechanics and servicers
    - 7422 Information and communications technology installers and servicers
- 75 Food processing, wood working, garment and other craft and related trades workers
  - 751 Food processing and related trades workers
    - 7511 Butchers, fishmongers and related food preparers
    - 7512 Bakers, pastry-cooks and confectionery makers
    - 7513 Dairy-products makers
    - 7514 Fruit, vegetable and related preservers
    - 7515 Food and beverage tasters and graders
    - 7516 Tobacco preparers and tobacco products makers
  - 752 Wood treaters, cabinet-makers and related trades workers
    - 7521 Wood treaters
    - 7522 Cabinet-makers and related workers
    - 7523 Woodworking-machine tool setters and operators
  - 753 Garment and related trades workers
    - 7531 Tailors, dressmakers, furriers and hatters
    - 7532 Garment and related pattern-makers and cutters
    - 7533 Sewing, embroidery and related workers
    - 7534 Upholsterers and related workers
    - 7535 Pelt dressers, tanners and fellmongers
    - 7536 Shoemakers and related workers
  - 754 Other craft and related workers
    - 7541 Underwater divers
    - 7542 Shotfirers and blasters
    - 7543 Product graders and testers (excluding foods and beverages)
    - 7544 Fumigators and other pest and weed controllers
    - 7549 Craft and related workers not elsewhere classified

## **8 Plant and machine operators, and assemblers**

- 81 Stationary plant and machine operators
  - 811 Mining and mineral processing plant operators
    - 8111 Miners and quarriers
    - 8112 Mineral and stone processing plant operators
    - 8113 Well drillers and borers and related workers

- 8114 Cement, stone and other mineral products machine operators
- 812 Metal processing and finishing plant operators
  - 8121 Metal processing plant operators
  - 8122 Metal finishing, plating and coating machine operators
- 813 Chemical and photographic products plant and machine operators
  - 8131 Chemical products plant and machine operators
  - 8132 Photographic products machine operators
- 814 Rubber, plastic and paper products machine operators
  - 8141 Rubber products machine operators
  - 8142 Plastic products machine operators
  - 8143 Paper products machine operators
- 815 Textile, fur and leather products machine operators
  - 8151 Fibre preparing, spinning and winding machine operators
  - 8152 Weaving and knitting machine operators
  - 8153 Sewing machine operators
  - 8154 Bleaching, dyeing and fabric cleaning machine operators
  - 8155 Fur and leather preparing machine operators
  - 8156 Shoemaking and related machine operators
  - 8157 Laundry machine operators
  - 8159 Textile, fur and leather products machine operators not elsewhere classified
- 816 Food and related products machine operators
  - 8160 Food and related products machine operators
- 817 Wood processing and papermaking plant operators
  - 8171 Pulp and papermaking plant operators
  - 8172 Wood processing plant operators
- 818 Other stationary plant and machine operators
  - 8181 Glass and ceramics plant operators
  - 8182 Steam engine and boiler operators
  - 8183 Packing, bottling and labelling machine operators
  - 8189 Stationary plant and machine operators not elsewhere classified 82
- Assemblers
  - 821 Assemblers
    - 8211 Mechanical machinery assemblers
    - 8212 Electrical and electronic equipment assemblers
    - 8219 Assemblers not elsewhere classified
- 83 Drivers and mobile plant operators
  - 831 Locomotive engine drivers and related workers
    - 8311 Locomotive engine drivers
    - 8312 Railway brake, signal and switch operators
  - 832 Car, van and motorcycle drivers
    - 8321 Motorcycle drivers
    - 8322 Car, taxi and van drivers
  - 833 Heavy truck and bus drivers
    - 8331 Bus and tram drivers
    - 8332 Heavy truck and lorry drivers
  - 834 Mobile plant operators
    - 8341 Mobile farm and forestry plant operators
    - 8342 Earthmoving and related plant operators
    - 8343 Crane, hoist and related plant operators
    - 8344 Lifting truck operators

835 Ships' deck crews and related workers  
8350 Ships' deck crews and related workers

## **9 Elementary occupations**

- 91 Cleaners and helpers
  - 911 Domestic, hotel and office cleaners and helpers
    - 9111 Domestic cleaners and helpers
    - 9112 Cleaners and helpers in offices, hotels and other establishments
  - 912 Vehicle, window, laundry and other hand cleaning workers
    - 9121 Hand launderers and pressers
    - 9122 Vehicle cleaners
    - 9123 Window cleaners
    - 9129 Other cleaning workers
- 92 Agricultural, forestry and fishery labourers
  - 921 Agricultural, forestry and fishery labourers
    - 9211 Crop farm labourers
    - 9212 Livestock farm labourers
    - 9213 Mixed crop and livestock farm labourers
    - 9214 Garden and horticultural labourers
    - 9215 Forestry labourers
    - 9216 Fishery and aquaculture labourers
- 93 Labourers in mining, construction, manufacturing and transport
  - 931 Mining and construction labourers
    - 9311 Mining and quarrying labourers
    - 9312 Civil engineering labourers
    - 9313 Building construction labourers
  - 932 Manufacturing labourers
    - 9321 Hand packers
    - 9329 Manufacturing labourers not elsewhere classified
  - 933 Transport and storage labourers
    - 9331 Hand and pedal vehicle drivers
    - 9332 Drivers of animal-drawn vehicles and machinery
    - 9333 Freight handlers
    - 9334 Shelf fillers
- 94 Food preparation assistants
  - 941 Food preparation assistants
    - 9411 Fast food preparers
    - 9412 Kitchen helpers
- 95 Street and related sales and service workers
  - 951 Street and related service workers
- 9510 Street and related service workers
  - 952 Street vendors (excluding food)
- 9520 Street vendors (excluding food)
- 96 Refuse workers and other elementary workers
  - 961 Refuse workers
    - 9611 Garbage and recycling collectors
    - 9612 Refuse sorters
    - 9613 Sweepers and related labourers
  - 962 Other elementary workers
    - 9621 Messengers, package deliverers and luggage porters

9622 Odd job persons  
9623 Meter readers and vending-machine collectors  
9624 Water and firewood collectors  
9629 Elementary workers not elsewhere classified

**0 Armed forces occupations**

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

**45 APPENDIX 5: INTERNATIONAL STANDARD INDUSTRIAL CLASSIFICATION OF ALL ECONOMIC ACTIVITIES – REVISION IV**

**Section A: Agriculture, forestry and fishing**

Division Group Class Description

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

011 Growing of non-perennial crops  
    0111 Growing of cereals (except rice), leguminous crops and oil seeds  
    0112 Growing of rice  
    0113 Growing of vegetables and melons, roots and tubers  
    0114 Growing of sugar cane  
    0115 Growing of tobacco  
    0116 Growing of fibre crops  
    0119 Growing of other non-perennial crops  
  
012 Growing of perennial crops 0121  
    Growing of grapes  
    0122 Growing of tropical and subtropical fruits  
    0123 Growing of citrus fruits  
    0124 Growing of pome fruits and stone fruits

- 0125 Growing of other tree and bush fruits and nuts
- 0126 Growing of oleaginous fruits
- 0127 Growing of beverage crops
- 0128 Growing of spices, aromatic, drug and pharmaceutical crops
- 0129 Growing of other perennial crops

013 0130 Plant propagation

014 Animal production

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

015 0150 Mixed farming

016 Support activities to agriculture and post-harvest crop activities

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

017 0170 Hunting, trapping and related service activities

Division 02 Forestry and logging

021 0210 Silviculture and other forestry activities

022 0220 Logging

023 0230 Gathering of non-wood forest products

024 0240 Support services to forestry

Division 03 Fishing and aquaculture

031 Fishing

- 0311 Marine fishing
- 0312 Freshwater fishing

032 Aquaculture

- 0321 Marine aquaculture
- 0322 Freshwater aquaculture **Section**

**B: Mining and quarrying**

Division Group Class Description

Division 05 Mining of coal and lignite

051 0510 Mining of hard coal

052 0520 Mining of lignite

Division 06 Extraction of crude petroleum and natural gas

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

Division 07 Mining of metal ores

- 071 0710 Mining of iron ores

072 Mining of non-ferrous metal ores

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

Division 08 Other mining and quarrying

- 081 0810 Quarrying of stone, sand and clay

089 Mining and quarrying n.e.c.

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

Division 09 Mining support service activities

- 0910 Support activities for petroleum and natural gas extraction

- 099 0990 Support activities for other mining and quarrying

**Section C: Manufacturing**

Division Group Class Description

Division 10 Manufacture of food products

- 101 1010 Processing and preserving of meat
- 102 1020 Processing and preserving of fish, crustaceans and molluscs
- 103 1030 Processing and preserving of fruit and vegetables
- 104 1040 Manufacture of vegetable and animal oils and fats
- 105 1050 Manufacture of dairy products
  
- 106 Manufacture of grain mill products, starches and starch products
  - 1061 Manufacture of grain mill products
  - 1062 Manufacture of starches and starch products
  
- 107 Manufacture of other food products
  - 1071 Manufacture of bakery products
  - 1072 Manufacture of sugar
  - 1073 Manufacture of cocoa, chocolate and sugar confectionery
  - 1074 Manufacture of macaroni, noodles, couscous and similar farinaceous products
  - 1075 Manufacture of prepared meals and dishes
  - 1079 Manufacture of other food products n.e.c.
  
- 108 1080 Manufacture of prepared animal feeds

Division 11 Manufacture of beverages

- 1101 Distilling, rectifying and blending of spirits
- 1102 Manufacture of wines

- 1103 Manufacture of malt liquors and malt
- 1104 Manufacture of soft drinks; production of mineral waters and other bottled waters

Division 12 Manufacture of tobacco products

- 120 1200 Manufacture of tobacco products

Division 13 Manufacture of textiles

131 Spinning, weaving and finishing of textiles

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

Division 14 Manufacture of wearing apparel

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

Division 15 Manufacture of leather and related products

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

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

- 161 1610 Sawmilling and planing of wood
- 162 Manufacture of products of wood, cork, straw and plaiting materials
- 1621 Manufacture of veneer sheets and wood-based panels
- 1622 Manufacture of builders' carpentry and joinery
- 1623 Manufacture of wooden containers
- 1629 Manufacture of other products of wood; manufacture of articles of cork, straw and plaiting materials

Division 17 Manufacture of paper and paper products

- 1701 Manufacture of pulp, paper and paperboard
- 1702 Manufacture of corrugated paper and paperboard and of containers of paper and paperboard
- 1709 Manufacture of other articles of paper and paperboard

Division 18 Printing and reproduction of recorded media

- 181 Printing and service activities related to printing
- 1811 Printing
- 1812 Service activities related to printing
- 182 1820 Reproduction of recorded media

Division 19 Manufacture of coke and refined petroleum products

- 191 1910 Manufacture of coke oven products
- 192 1920 Manufacture of refined petroleum products

Division 20 Manufacture of chemicals and chemical products

- 201 Manufacture of basic chemicals, fertilizers and nitrogen compounds, plastics and synthetic rubber in primary forms
  - 2011 Manufacture of basic chemicals
  - 2012 Manufacture of fertilizers and nitrogen compounds
  - 2013 Manufacture of plastics and synthetic rubber in primary forms
- 202 Manufacture of other chemical products
  - 2021 Manufacture of pesticides and other agrochemical products
  - 2022 Manufacture of paints, varnishes and similar coatings, printing ink and mastics
  - 2023 Manufacture of soap and detergents, cleaning and polishing preparations, Perfumes and toilet preparations
  - 2029 Manufacture of other chemical products n.e.c.
- 203 2030 Manufacture of man-made fibres

Division 21 Manufacture of pharmaceuticals, medicinal chemical and botanical products

- 210 2100 Manufacture of pharmaceuticals, medicinal chemical and botanical products

Division Group Class Description

Division 22 Manufacture of rubber and plastics products

- 221 Manufacture of rubber products
  - 2211 Manufacture of rubber tyres and tubes; retreading and rebuilding of rubber tyres
  - 2219 Manufacture of other rubber products
- 222 2220 Manufacture of plastics products

Division 23 Manufacture of other non-metallic mineral products

- 231 2310 Manufacture of glass and glass products

239 Manufacture of non-metallic mineral products n.e.c. 2391

- Manufacture of refractory products
- 2392 Manufacture of clay building materials
- 2393 Manufacture of other porcelain and ceramic products
- 2394 Manufacture of cement, lime and plaster
- 2395 Manufacture of articles of concrete, cement and plaster
- 2396 Cutting, shaping and finishing of stone
- 2399 Manufacture of other non-metallic mineral products n.e.c.

Division 24 Manufacture of basic metals

- 241 2410 Manufacture of basic iron and steel
- 242 2420 Manufacture of basic precious and other non-ferrous metals
- 243 Casting of metals
  - 2431 Casting of iron and steel
  - 2432 Casting of non-ferrous metals

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

251 Manufacture of structural metal products, tanks, reservoirs and steam generators

2511 Manufacture of structural metal products

2512 Manufacture of tanks, reservoirs and containers of metal

2513 Manufacture of steam generators, except central heating hot water boilers

252 2520 Manufacture of weapons and ammunition

259 Manufacture of other fabricated metal products; metalworking service activities

2591 Forging, pressing, stamping and roll-forming of metal; powder metallurgy

2592 Treatment and coating of metals; machining

2593 Manufacture of cutlery, hand tools and general hardware 2599 Manufacture of other fabricated metal products n.e.c.

Division 26 Manufacture of computer, electronic and optical products

261 2610 Manufacture of electronic components and boards

262 2620 Manufacture of computers and peripheral equipment

263 2630 Manufacture of communication equipment

264 2640 Manufacture of consumer electronics

265 Manufacture of measuring, testing, navigating and control equipment; watches and clocks

2651 Manufacture of measuring, testing, navigating and control equipment 2652

Manufacture of watches and clocks

266 2660 Manufacture of irradiation, electromedical and electrotherapeutic equipment

Division Group Class Description

267 2670 Manufacture of optical instruments and photographic equipment

268 2680 Manufacture of magnetic and optical media

Division 27 Manufacture of electrical equipment

271 2710 Manufacture of electric motors, generators, transformers and electricity distribution and control apparatus

272 2720 Manufacture of batteries and accumulators

273 Manufacture of wiring and wiring devices 2731 Manufacture of fibre optic cables

2732 Manufacture of other electronic and electric wires and cables 2733

Manufacture of wiring devices

274 2740 Manufacture of electric lighting equipment

275 2750 Manufacture of domestic appliances

279 2790 Manufacture of other electrical equipment

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

281 Manufacture of general-purpose machinery

2811 Manufacture of engines and turbines, except aircraft, vehicle and cycle engines

2812 Manufacture of fluid power equipment

2813 Manufacture of other pumps, compressors, taps and valves

2814 Manufacture of bearings, gears, gearing and driving elements

2815 Manufacture of ovens, furnaces and furnace burners

2816 Manufacture of lifting and handling equipment

2817 Manufacture of office machinery and equipment (except computers and

Peripheral equipment)

2818 Manufacture of power-driven hand tools

2819 Manufacture of other general-purpose machinery

282 Manufacture of special-purpose machinery

2821 Manufacture of agricultural and forestry machinery

2822 Manufacture of metal-forming machinery and machine tools

2823 Manufacture of machinery for metallurgy

2824 Manufacture of machinery for mining, quarrying and construction

2825 Manufacture of machinery for food, beverage and tobacco processing

2826 Manufacture of machinery for textile, apparel and leather production 2829

Manufacture of other special-purpose machinery

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

291 2910 Manufacture of motor vehicles

292 2920 Manufacture of bodies (coachwork) for motor vehicles; manufacture of trailers and semi-trailers

293 2930 Manufacture of parts and accessories for motor vehicles

Division 30 Manufacture of other transport equipment

301 Building of ships and boats

3011 Building of ships and floating structures

3012 Building of pleasure and sporting boats

302 3020 Manufacture of railway locomotives and rolling stock  
Description

303 3030 Manufacture of air and spacecraft and related machinery

304 3040 Manufacture of military fighting vehicles

309 Manufacture of transport equipment n.e.c.

3091 Manufacture of motorcycles

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

Division 31 Manufacture of furniture

310 3100 Manufacture of furniture

Division 32 Other manufacturing

321 Manufacture of jewellery, bijouterie and related articles

3211 Manufacture of jewellery and related articles

3212 Manufacture of imitation jewellery and related articles

322 3220 Manufacture of musical instruments

323 3230 Manufacture of sports goods

324 3240 Manufacture of games and toys

325 3250 Manufacture of medical and dental instruments and supplies 329 3290 Other manufacturing n.e.c.

Division 33 Repair and installation of machinery and equipment

331 Repair of fabricated metal products, machinery and equipment

3311 Repair of fabricated metal products

3312 Repair of machinery

- 3313 Repair of electronic and optical equipment
- 3314 Repair of electrical equipment
- 3315 Repair of transport equipment, except motor vehicles
- 3319 Repair of other equipment
- 332 3320 Installation of industrial machinery and equipment

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

Division Group Class Description

Division 35 Electricity, gas, steam and air conditioning supply

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

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

Division Group Class Description

Division 36 Water collection, treatment and supply 360

- 3600 Water collection, treatment and supply

Division Group Class Description

Division 37 Sewerage

- 370 3700 Sewerage

Division 38 Waste collection, treatment and disposal activities; materials recovery

381 Waste collection

- 3811 Collection of non-hazardous waste
- 3812 Collection of hazardous waste

382 Waste treatment and disposal

- 3821 Treatment and disposal of non-hazardous waste
- 3822 Treatment and disposal of hazardous waste

383 3830 Materials recovery

Division 39 Remediation activities and other waste management services

- 390 3900 Remediation activities and other waste management services

**Section F: Construction**

Division Group Class Description

Division 41 Construction of buildings

- 410 4100 Construction of buildings

Division 42 Civil engineering

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

Division 43 Specialized construction activities

431 Demolition and site preparation

- 4311 Demolition
- 4312 Site preparation

432 Electrical, plumbing and other construction installation activities

- 4321 Electrical installation
- 4322 Plumbing, heat and air-conditioning installation
- 4329 Other construction installation

- 433 4330 Building completion and finishing
- 439 4390 Other specialized construction activities

**Section G: Wholesale and retail trade; repair of motor vehicles and motorcycles** Division Group Class

Description

Division 45 Wholesale and retail trade and repair of motor vehicles and motorcycles

- 451 4510 Sale of motor vehicles
- 452 4520 Maintenance and repair of motor vehicles

Division Group Class Description

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

Division 46 Wholesale trade, except of motor vehicles and motorcycles

- 461 4610 Wholesale on a fee or contract basis
- 462 4620 Wholesale of agricultural raw materials and live animals
- 463 4630 Wholesale of food, beverages and tobacco
- 464 Wholesale of household goods
  - 4641 Wholesale of textiles, clothing and footwear
  - 4649 Wholesale of other household goods
- 465 Wholesale of machinery, equipment and supplies
  - 4651 Wholesale of computers, computer peripheral equipment and software
  - 4652 Wholesale of electronic and telecommunications equipment and parts
  - 4653 Wholesale of agricultural machinery, equipment and supplies
  - 4659 Wholesale of other machinery and equipment
- 466 Other specialized wholesale
  - 4661 Wholesale of solid, liquid and gaseous fuels and related products
  - 4662 Wholesale of metals and metal ores
  - 4663 Wholesale of construction materials, hardware, plumbing and heating equipment and supplies
  - 4669 Wholesale of waste and scrap and other products n.e.c.
- 469 4690 Non-specialized wholesale trade

Division 47 Retail trade, except of motor vehicles and motorcycles

- 471 Retail sale in non-specialized stores
  - 4711 Retail sale in non-specialized stores with food, beverages or tobacco predominating
  - 4719 Other retail sale in non-specialized stores
- 472 Retail sale of food, beverages and tobacco in specialized stores
  - 4721 Retail sale of food in specialized stores
  - 4722 Retail sale of beverages in specialized stores
  - 4723 Retail sale of tobacco products in specialized stores
- 473 4730 Retail sale of automotive fuel in specialized stores
- 474 Retail sale of information and communications equipment in specialized stores
  - 4741 Retail sale of computers, peripheral units, software and telecommunications equipment in specialized stores
  - 4742 Retail sale of audio and video equipment in specialized stores

- 475 Retail sale of other household equipment in specialized stores
  - 4751 Retail sale of textiles in specialized stores
  - 4752 Retail sale of hardware, paints and glass in specialized stores
  - 4753 Retail sale of carpets, rugs, wall and floor coverings in specialized stores
  - 4759 Retail sale of electrical household appliances, furniture, lighting equipment and other household articles in specialized stores
  
- 476 Retail sale of cultural and recreation goods in specialized stores
  - 4761 Retail sale of books, newspapers and stationary in specialized stores
  - 4762 Retail sale of music and video recordings in specialized stores
 Division Group  
 Class Description
  - 4763 Retail sale of sporting equipment in specialized stores
  - 4764 Retail sale of games and toys in specialized stores
  
- 477 Retail sale of other goods in specialized stores
  - 4771 Retail sale of clothing, footwear and leather articles in specialized stores
  - 4772 Retail sale of pharmaceutical and medical goods, cosmetic and toilet articles in specialized stores
  - 4773 Other retail sale of new goods in specialized stores
  - 4774 Retail sale of second-hand goods
  
- 478 Retail sale via stalls and markets
  - 4781 Retail sale via stalls and markets of food, beverages and tobacco products
  - 4782 Retail sale via stalls and markets of textiles, clothing and footwear
  - 4789 Retail sale via stalls and markets of other goods
- 479 Retail trade not in stores, stalls or markets
  - 4791 Retail sale via mail order houses or via Internet
  - 4799 Other retail sale not in stores, stalls or markets

## **Section H: Transportation and storage**

Division Group Class Description

Division 49 Land transport and transport via pipelines

- 491 Transport via railways
  - 4911 Passenger rail transport, interurban
  - 4912 Freight rail transport
- 492 Other land transport
  - 4921 Urban and suburban passenger land transport
  - 4922 Other passenger land transport
  - 4923 Freight transport by road
- 493 4930 Transport via pipeline

Division 50 Water transport

- 501 Sea and coastal water transport
  - 5011 Sea and coastal passenger water transport
  - 5012 Sea and coastal freight water transport
- 502 Inland water transport
  - 5021 Inland passenger water transport
  - 5022 Inland freight water transport

Division 51 Air transport

- 511 5110 Passenger air transport
- 512 5120 Freight air transport

Division 52 Warehousing and support activities for transportation

- 521 5210 Warehousing and storage
- 522 Support activities for transportation
  - 5221 Service activities incidental to land transportation

Division Group Class Description

- 5222 Service activities incidental to water transportation
- 5223 Service activities incidental to air transportation
- 5224 Cargo handling
- 5229 Other transportation support activities

Division 53 Postal and courier activities

- 531 5310 Postal activities
- 532 5320 Courier activities

**Section I: Accommodation and food service activities**

Division Group Class Description

Division 55 Accommodation

- 551 5510 Short term accommodation activities
- 552 5520 Camping grounds, recreational vehicle parks and trailer parks
- 559 5590 Other accommodation

Division 56 Food and beverage service activities

- 561 5610 Restaurants and mobile food service activities
- 562 Event catering and other food service activities
  - 5621 Event catering
  - 5629 Other food service activities
- 563 5630 Beverage serving activities

**Section J: Information and communication**

Division Group Class Description

Division 58 Publishing activities

- 581 Publishing of books, periodicals and other publishing activities
  - 5811 Book publishing
  - 5812 Publishing of directories and mailing lists
  - 5813 Publishing of newspapers, journals and periodicals
  - 5819 Other publishing activities
- 582 5820 Software publishing

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

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

Division Group Class Description

Division 60 Programming and broadcasting activities

- 601 6010 Radio broadcasting

602 6020 Television programming and broadcasting activities

Division 61 Telecommunications

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

Division 62 Computer programming, consultancy and related activities

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

Division 63 Information service activities

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

**Section K: Financial and insurance activities**

Division Group Class Description

Division 64 Financial service activities, except insurance and pension funding

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

Division 65 Insurance, reinsurance and pension funding, except compulsory social security 651

Insurance

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

Division Group Class Description

Division 66 Activities auxiliary to financial service and insurance activities

661 Activities auxiliary to financial service activities, except insurance and pension funding  
6611 Administration of financial markets  
6612 Security and commodity contracts brokerage  
6619 Other activities auxiliary to financial service activities  
662 Activities auxiliary to insurance and pension funding  
6621 Risk and damage evaluation  
6622 Activities of insurance agents and brokers  
6629 Other activities auxiliary to insurance and pension funding

663 6630 Fund management activities

**Section L: Real estate activities**

Division Group Class Description

Division 68 Real estate activities

681 6810 Real estate activities with own or leased property

682 6820 Real estate activities on a fee or contract basis

**Section M: Professional, scientific and technical activities**

Division Group Class Description

Division 69 Legal and accounting activities

691 6910 Legal activities

692 6920 Accounting, bookkeeping and auditing activities; tax consultancy

Division 70 Activities of head offices; management consultancy activities

701 7010 Activities of head offices

702 7020 Management consultancy activities

Division 71 Architectural and engineering activities; technical testing and analysis

711 7110 Architectural and engineering activities and related technical consultancy

712 7120 Technical testing and analysis

Division 72 Scientific research and development

721 7210 Research and experimental development on natural sciences and engineering

722 7220 Research and experimental development on social sciences and humanities

Division 73 Advertising and market research

731 7310 Advertising

732 7320 Market research and public opinion polling

Division 74 Other professional, scientific and technical activities

741 7410 Specialized design activities

742 7420 Photographic activities

749 7490 Other professional, scientific and technical activities n.e.c.

Division Group Class Description

Division 75 Veterinary activities

750 7500 Veterinary activities

**Section N: Administrative and support service activities**

Division Group Class Description

Division 77 Rental and leasing activities

771 7710 Renting and leasing of motor vehicles

772 Renting and leasing of personal and household goods

7721 Renting and leasing of recreational and sports goods

7722 Renting of video tapes and disks

7729 Renting and leasing of other personal and household goods

773 7730 Renting and leasing of other machinery, equipment and tangible goods

774 7740 Leasing of intellectual property and similar products, except copyrighted works

Division 78 Employment activities

781 7810 Activities of employment placement agencies

- 782 7820 Temporary employment agency activities
- 783 7830 Other human resources provision

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

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

Division 80 Security and investigation activities

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

Division 81 Services to buildings and landscape activities

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

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

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

**Section O: Public administration and defence; compulsory social security**

Division Group Class Description

Division 84 Public administration and defence; compulsory social security

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

**Section P: Education**

Division Group Class Description

Division 85 Education

- 851 8510 Pre-primary and primary education
- 852 Secondary education

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

**Section Q: Human health and social work activities**

Division Group Class Description

Division 86 Human health activities

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

Group Class Description

Division 87 Residential care activities

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

Division 88 Social work activities without accommodation

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

**Section R: Arts, entertainment and recreation**

Division Group Class Description

Division 90 Creative, arts and entertainment activities

- 900 9000 Creative, arts and entertainment activities

Division 91 Libraries, archives, museums and other cultural activities

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

Division 92 Gambling and betting activities

- 920 9200 Gambling and betting activities

Division 93 Sports activities and amusement and recreation activities

- 931 Sports activities
  - 9311 Operation of sports facilities
  - 9312 Activities of sports clubs
  - 9319 Other sports activities
- 932 Other amusement and recreation activities
  - 9321 Activities of amusement parks and theme parks 9329
  - Other amusement and recreation activities n.e.c.

**Section S: Other service activities**

Division Group Class Description

Division 94 Activities of membership organizations

- 941 Activities of business, employers and professional membership organizations
  - 9411 Activities of business and employers membership organizations
  - 9412 Activities of professional membership organizations
- 942 9420 Activities of trade unions
- 949 Activities of other membership organizations
  - 9491 Activities of religious organizations
  - 9492 Activities of political organizations
  - 9499 Activities of other membership organizations n.e.c.

Division 95 Repair of computers and personal and household goods

- 951 Repair of computers and communication equipment
  - 9511 Repair of computers and peripheral equipment
  - 9512 Repair of communication equipment
- 952 Repair of personal and household goods
  - 9521 Repair of consumer electronics
  - 9522 Repair of household appliances and home and garden equipment
  - 9523 Repair of footwear and leather goods
  - 9524 Repair of furniture and home furnishings
  - 9529 Repair of other personal and household goods

Division 96 Other personal service activities

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

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

Division Group Class Description

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

Division 98 Undifferentiated goods- and services-producing activities of private households for own use

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

**Section U: Activities of extraterritorial organizations and bodies**

Division Group Class Description

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