

Minnesota Population Center

Enumerator Instructions Census of Population and Housing: 2000 Zambia



REPUBLIC OF ZAMBIA

Enumerator's instructions manual

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ZAMBIA
2000
CENSUS OF
POPULATION AND
HOUSING

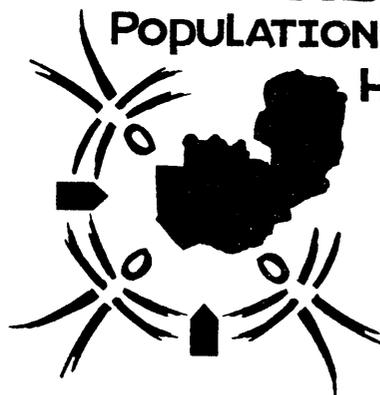


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CHAPTER 1

BACKGROUND

1.1 WHAT IS A CENSUS

A Census of Population and Housing is defined by the United Nations as the total process of collecting, compiling, evaluating, analysing and publishing demographic, economic and social data pertaining, at a specified time or times, to all persons in a designated area or the whole country. It is the primary source of information about the population of a country. It is undertaken at regular intervals, usually after ten years. The population Census is distinguished from other kinds of field surveys by its traditional background, legal sanctions, coverage, and by the whole scale of the operation and the resources normally devoted to it.

1.2 WHY HOLD A POPULATION CENSUS

The main objective of conducting a Population Census is to enumerate all the people in the country in order to provide the Government, private organisations, individuals, and other stakeholders with the number of persons in each district, township, locality, village, etc., according to age, sex, and other characteristics. For every aspect of planning, it is essential to know the size, structure and distribution of the population of a country. This information is required for various aspects of social and economic planning.

In case of social services, information is needed on:

- (a) **Education:** Planning for education requires knowledge of the number of children of school-going age, who are likely now and in the coming years to require education at various levels. The Government cannot know where to build the necessary schools and train the required number of school teachers, unless it knows where the need is greatest in terms of number of children of school-going age.
- (b) **Housing:** Housing is a problem, particularly in urban areas where many people are living under crowded conditions. If additional houses are to be built in order to alleviate overcrowding, the Government must know the number of people living under these conditions who will require more houses.
- (c) **Health Services:** It is the wish of the Government to improve and expand health services of the country so as to control diseases and minimize the number of children dying during infancy and early childhood. If health services are to be adequately planned for, the Government needs to know the number of people affected.

Similarly, for economic services, information is needed on:

- (d) **Agriculture:** In Zambia, most of the people depend on agriculture for their livelihood. In order to develop agriculture, it is essential to know the number of people involved in agricultural activities, their sex, age, education level and where they are located.

- (e) **Industry:** Industry plays a vital role in any country's economy. For instance, mining is the major foreign exchange earner for this country. A large number of people are employed in mining and manufacturing industries. Hence the need to know their numbers, ages and skills.

For all these purposes, it is not enough just to know how many people there are at the time of the Census. We must know also how fast the population is increasing and how many people there will be in five years time, ten years time, etc. This is why we wish to obtain information, not only on people living now, but also on number of children being born and the number of people dying.

1.3 IMPORTANCE OF YOUR WORK AS AN ENUMERATOR

The Census of Population and Housing is an important national undertaking. As an Enumerator, your work is of great significance 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 census successfully.

The data you will collect from respondents will be processed using the most appropriate information technology. As an original data collector, the quality of information to be derived from this data is very much dependent on what you collect from the respondents. After the data has been collected and found to be erroneous at the processing stage, it is not only an expensive venture to go back and make corrections from the source but 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 position is a very important one.

1.4 LEGAL POWERS

The Census is being carried out under the provisions of the Census and Statistics Act, Chapter 425 of the Laws of Zambia. All people residing in Zambia, except foreign diplomats accredited to Zambia (i.e. only those attached to Embassies and High Commissions), are required by this Act to provide the necessary information. However, willing co-operation of the people is most important if the Census is to be a success. You must show great courtesy so that you can get the co-operation of the people. Sometimes you may come across some persons who may be reluctant to be enumerated. When every effort to persuade them to provide the necessary information has failed, and they persist in refusing to answer questions, then the matter should be reported to your Supervisor. Do not take the law into your own hands by threatening people with possible prosecution.

1.5 CONFIDENTIALITY OF CENSUS INFORMATION

You and all other Census officials are required to take an Oath of Secrecy, in the presence of a Magistrate or a Commissioner for Oaths. If it is found that anyone has shown the Census documents, or in any other way has disclosed the information contained in them to any unauthorised person, he/she will be liable to prosecution under the Census and Statistics Act, Chapter 425 of the Laws of Zambia. In the course of your work, do not leave the Census questionnaires issued to you in any place where an unauthorised person may have access to them.

1.6 CENSUS ORGANISATION

The country is divided into 72 Districts. Each District is divided into Census Supervisory Areas (CSAs), and each CSA into Standard Enumeration Areas (SEAs). Each SEA is so defined that the number of people in the area will approximately range from 300 to 500 in rural areas and from 600 to 800 in urban areas. In this regard, there will be about 21,000 Standard Enumeration Areas. Thus, there will be about 21,000 enumerators employed to carry out the enumeration exercise.

The Enumerators will be supervised by supervisors. In all, there will be about 7,200 supervisors. The Census Administration in a district will be managed by the District Administrator as the District Census Officer.

Two to three enumerators will be working with each Supervisor. Your Supervisor will issue questionnaires and other materials to you, and will be responsible for organising your activities. He/she will also explain to and show you the boundaries of your enumeration area and give you instructions as to the order in which you should enumerate the people living in different parts of your enumeration area. During the enumeration period, you must keep in constant touch with your Supervisor to enable him/her make adjustments to your programme of work, if necessary. You should also report any difficult cases, such as persons who persist in refusing to answer questions, to your Supervisor. He/she will then either handle the matter personally, or give you advice on how to proceed. Your supervisor will also be visiting you at intervals during the enumeration to see how you are getting on with the work. He/she will check through your questionnaires and if he/she finds any mistakes, you will be required to correct them, even by re-visiting the households concerned, if necessary.

1.7 MATERIALS

You will be given the following materials:

- (a) Census questionnaires, Enumerator's Manual, Stickers, Boxes to store questionnaires and writing Boards;
- (b) HB pencils and rubbers;
- (c) A pencil sharpener/razor blade;
- (d) A note book;
- (e) Letter of introduction;
- (f) A map of your work area;
- (g) A pen;
- (h) A bag in which to keep the above mentioned materials;
- (i) A Census Uniform.

When you have completed your work, you should return all these materials to your Supervisor.

CHAPTER 2

CONCEPTS AND DEFINITIONS

2.1 ENUMERATION AREA

You as an enumerator will be assigned an enumeration area in which you will do the enumeration work for the Census. Your Supervisor will assign this 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 Census, your Supervisor will sometimes introduce you to the local, traditional and political leaders and other influential persons in the area to solicit their co-operation.

2.2 HOUSEHOLD

For the purposes of the Census, a household is defined as "a group of persons who normally 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 normally 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 whole of a 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.

2.3 USUAL HOUSEHOLD MEMBER

A usual household member is one who has been living with the household for at least six (6) months. 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 normally 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, eg:

- 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 at least once a week;
 - iv. Patients confined in hospitals for any duration; and
 - v. Convicts and detainees.
- (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 home 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) Persons found in the household who are not certain of being enumerated elsewhere;
 - (h) Citizens of foreign countries who have resided or expected to reside in the country for more than one year from date of arrival;
 - (i) Newly born babies and newly wedded persons.

2.4 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.**

2.5 BUILDING

A building is any independent structure comprising one or more rooms or other spaces, covered by a roof and usually enclosed within external walls or dividing walls which extend from the foundation to the roof. Each building will be given a separate Census Building Number irrespective of whether anyone is living there or not at the time of enumeration. Abandoned and incomplete buildings in which no one is living at the time of the Census should not be given a Census 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 exists 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 census 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 form 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 Census Building Number.

Example:

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

2.6 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 come in or go 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 Census 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) **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 daggga walls or a "cabin".
- (c) **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 constructed. A conventional house is intended for habitation by one household and is not a part of an estate or used wholly for other purposes. Examples include: a flat,

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.

- (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 census.
- (e) **Part of Commercial building:** This is a living quarter which is part of a commercial building, e.g. shop owners living 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 hotels, motels, inns, lodges, rooming houses, etc., which provide lodging on a fee basis.
- (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 census used wholly for other purposes. They may also be in use for habitation at the time of the census although not intended for habitation.
- (j) **Other:** Other is a residual category of living quarters and includes trailers, boats, tents, caravans, etc.

A building may have one or more housing units but not vice versa. Some buildings may not have any housing units because they are used exclusively for non-residential purposes. Although a housing unit is intended for habitation, one household or more may be occupied by less 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 Census purposes, they will be given separate Census Building Numbers. The household in the main building will be treated as one household and will be given Census 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 Census 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 Census 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 Census 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 separate huts. 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 census building with one housing unit containing several households or, depending upon the arrangement of the huts, one census 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 census buildings.

2.7 BUILDING MATERIALS

- (a) **Cement:** Is the building material usually greenish to gray in colour and sometimes light brown. It hardens in moist condition.
- (b) **Concrete:** Is a mixture of crushed stones, river sand and cement, with the right amount of water. It can be moulded into any shape. It is weak under tensile stress and strong under compression.

- (c) **Iron Sheets:** Usually galvanised iron sheets or can be corrugated. These are the lightest roofing materials and can be obtained in length from 1.2 metres to 3.6 metres. Large lengths can be obtained on special order. They can also be used for walls when flat.
- (d) **Grass Thatch:** Traditional roofing material which works well at angles of 35° and more with thatch thickness of 12 centimetre to 15 centimetre. The thatch thickness increases with the decline in angle.
- (e) **Tile: Roof Tiles;** small rectangular roofing materials made from fine concrete quarry and slates.

Floor Tiles; Can be PVC or baked clay. If they are baked clay, they are called quarry tiles. They have a rough glazed finish on the face and are about 6 millimetres thick or more.
- (f) **Slates:** Thin heavy flat stones formed from layers of mud under extreme heat and pressure after a length of time.
- (g) **Burnt Brick:** Brick moulded from seasoned clay and burnt to a temperature of 1,300° C.
- (h) **Mud Brick:** Kimberly brick or Adope brick are the technical terms. Brick made of mud and sun dried.
- (i) **Concrete Blocks:** Building units made out of a mixture of concrete can be fine concrete or coarse concrete.
- (j) **Wood:** Processed plank - material from tree trunks used in construction as timber.
- (k) **Hardboard:** Heavy thin boards usually 4 millimetres to 8 millimetres in width.
- (l) **Mud Floor:** Is usually from treated or seasoned clay mixed with cow dug. It makes a hard shiny floor. It is mostly found in traditional houses.
- (m) **Wooden Floor:** Usually floor above ground level and not popular here in Zambia due to our climate.
- (n) **Marble:** Used in high cost building. It can be in the form of tiles or slabs. It makes a high durable shine. Marble are cut from stone (marble stone) in flat sheet and polished to give a shiny finish.
- (o) **Terrazo:** Floors made out of concrete with a selected course aggregate of 13 millimetre or slightly less. The top is grinded flat with a machine and then polished. The floor finish is usually black or white.

2.8 WATER SOURCES

- (a) **Protected Well:** The wall of this well is usually lined with a brick wall or concrete block wall up to the ground level. The finish on top is of a reinforced concrete slab with an opening large enough to let a bucket go through. The opening is always covered.

- (b) **Unprotected Well:** The well is not lined with a brick wall or concrete wall. The top has no concrete slab though it has a sizeable opening to let a bucket go through. The opening is usually uncovered.
- (c) **Protected Boreholes:** These are boreholes drilled to a depth not less than 30 metres. The sides are cased by iron casing pipes while the last bottom pipe is perforated. The top is concreted together with the suction pipe.
- (d) **Unprotected Boreholes:** They are similar in design to protected boreholes except that the top as well as the suction pipe are left uncovered and large enough to let a jar or small bucket go through.
- (e) **Rain Water Tank:** Usually used by individual tenants, to collect rain water from the roofs. These vary in sizes as there is no standard size. It is always advisable to have it covered after the collection.
- (f) **Piped Water:** Is usually supplied to households through pipes. The pipes are connected from the source to the individual's housing unit or a public place for a group of people.

CHAPTER 3 CENSUS PROCEDURES

3.1 STICKER

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

The sticker will be marked with Province, District, Constituency, Ward, Census Supervisory Area (CSA), Standard Enumeration Area (SEA), Census Building Number (CBN), Housing Unit Number (HUN) and Household Number (HHN) and the enumeration date. The date will be that on which you enumerate the household, and not that of any other visit when you do not contact a respondent. The sticker you will paste on the main door looks like the one below. You will fill in the necessary details before pasting the sticker.

STICKER

 2000 CENSUS OF POPULATION AND HOUSING	
Province	SEA
District	Census Building No.
Constituency ..	Housing Unit Number ..
Ward	Household Number
CSA	Enumeration Date. . / . . . / . . .

Sometimes you will not find people at home. In such cases you will have to go back to the housing unit to enumerate the household later. Since the sticker is to be pasted on the door of the housing unit after enumeration of the household has been completed, assign the Census Building Number and Housing Unit Number but do not paste the sticker until after the household has been enumerated. Remember to note this down in your note book.

Only one sticker should be used for each housing unit occupied by one household. In case of a block of flats, separate stickers having different Housing Unit Numbers, should be used for each flat occupied by a separate household. When a household is spread between two or more structures write the same census number on each of the structures. This means that each structure will have a sticker having the same building number.

For cases where a number of households are found in one building with only one door way, paste one sticker on the door. However, you will record the number of households in the box provided for household number. For example, if there are 4 households in one building having only one door way, you will record 1-4 (1 to 4) next to the box provided for household number or cross out the box for household number and write 1-4.

Even though no one is living in a housing unit, you must use one questionnaire (Form A) to indicate this fact and, if possible, record the housing characteristics of this unit in the housing characteristics section of the questionnaire. Fill in a sticker and stick it on the door of the housing unit.

3.2 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:-

3.2.1 *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 Census Questionnaires:** Before you begin interviewing, practise using the questionnaire to build up your confidence. A successful interview requires enumerators who fully understand the Census questionnaires and can use them easily and correctly. Fumbling through the questionnaire like losing your place, shuffling papers, etc. can disturb the person to be interviewed.
- (c) **Organising Census 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 as you shuffle things around looking for it 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.

3.2.2 *Establishing a Good Relationship*

A comfortable relationship between the Enumerator and the respondent is the foundation for good interviewing. The respondents 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.

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

3.2.4 *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 respondents 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 using the original language, you can rephrase it in simpler or colloquial 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 the 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.

3.2.5 *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.

These are:-

- (a) **Skip Instructions:** This directs the flow of the interview by telling you which question to ask the respondent next. 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 P-20, 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 P-12 where you are instructed to enter tribe for Zambians and major racial group for non-Zambians.
- (c) **Screening Instructions:** These instructions specify which persons should be asked the questions. They appear before some sections. For example, questions on education will be asked of persons five years and older only.

3.2.6 *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 why 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, however, 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 upon or clarify their answers; and
- (b) To make the respondents answer 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.

Example: P-13 What is 's Predominant Language of Communication?

Answer: Bemba and Tonga.

Poor probe: Oh, you mean Tonga?

This will push the respondent into saying, 'Yes it is Tonga' .

Proper probe: Which one of the two is predominant?

Some respondents have difficulties in putting their thoughts into words; others may give unclear or incomplete answers; still others may be reluctant to give you certain information. In dealing with such cases, use procedures which encourage and clarify answers. The following kinds of probes may help you obtain more accurate responses.

- (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 are 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 the question. We do not want the respondent to refuse to complete the rest of the interview.

3.2.7 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.

3.2.8 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.

- (a) **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. In most cases you will be required to shade boxes for appropriate responses. The shading should be done clearly within the space provided, otherwise mistakes will be made at different stages of processing.
- (b) **Filling the Optical Mark Reading (OMR) Questionnaire:** There are basically three types of responses required in the questionnaire:
 - (i) **Writing Words:** In some cases, you are required to write in the questionnaire. This may be the name of the head of the household, the village or locality name, the district, etc. To avoid the difficulty of reading scripts, you should print all words in block letters.
 - (ii) **Recording Numbers:** Special care must be taken when entering numerical responses such as "a 0 and a 6", "a 1 and a 7" and "a 5 and an 8". These may be misinterpreted. All numerical numbers should be written one number per box in order to help differentiate each digit from the other.
 - (iii) **Shading:** You will also be required to shade responses in the spaces provided. Special care must be taken when shading the appropriate places so that only the relevant space is shaded. Please note that shading takes a lot of time. Therefore, all the shading for a day's interviews **MUST** be done every evening to avoid piling up questionnaires pending shading.

3.2.9 *Ending the Interview*

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

3.2.10 *Summary Instructions*

Get to know these summary instructions of the "DO's" and "DON'T's" thoroughly.

The "DO's":

- (a) Read this manual again and again to refresh your memory.
- (b) Carry this manual with you all the time and refer to it whenever there is any doubt or difficulty.
- (c) Become familiar with all the schedules you must use.
- (d) Be polite to all people.

- (e) You must introduce yourself and explain to the respondent the reason for your visit before starting the interview.
- (f) Ask questions in a clear and simple manner and in exactly the same way to each respondent and in the same order they are presented in the questionnaire.
- (g) Record the answers only as given by the respondent himself/herself, but in case of doubt, probe further.
- (h) Write your full name on every Questionnaire as soon as you have completed them.
- (i) Paste a sticker on the door of the housing unit after completing the interview.
- (j) You must attend to all 'call-backs' (re-visits) as early as possible and you must be punctual in keeping all appointments made. At the end of every interview thank the household for their co-operation.
- (k) Consult your Supervisor on any doubts or problems that may arise.
- (l) Always handle the questionnaires carefully.
- (m) Make sure you first identify a household through probing. The household is identified within a housing unit(s).

The "DON'Ts"

- (a) Do not phrase questions in a manner likely to suggest answers.
- (b) Do not tend to put words in the mouth of the respondent.
- (c) Do not leave any questions unanswered unless skip instructions specify so. For example in P-24 where those who were not working are not asked questions P-25, P-26 and P-27 since they are not expected to have any employment status, occupation, and industry.
- (d) Do not over-write in case of a mistake. It is better to erase a wrong entry and then enter the correct one.
- (e) Do not allow any person to speak for the respondent, unless the respondent seeks assistance.
- (f) Do not allow any unauthorized person to accompany you or help you in filling the questionnaire.
- (g) Do not show the filled-in questionnaires to any unauthorized person. *Remember this is an offence against confidentiality of information. This could lead to your prosecution.*
- (h) You must not combine Census work with any canvassing for personal gain or topics not relevant to the Census e.g., political, church or any such organizations.

- (i) Do not make calculations or write anything (other than the response in the space provided) on the questionnaire.

Make sure that all the questions have been asked and the answers are recorded before leaving the household. Unnecessary blanks will not be tolerated.

You should always keep in mind the fact that failure to comply with any of the instructions could lead to the jeopardizing of the Census. This could in turn lead to the termination of the contract between you and your employer, the Government, and even your possible prosecution in some cases.

When you identify a household, you should try to isolate it from neighbours by telling them (the neighbours) that you will be visiting them in their own homes afterwards. This is both to ensure confidentiality of the information given by the household and to avoid respondents knowing the questions in advance.

3.3 WHO SHOULD GIVE THE INFORMATION

Although the head of each household (or the main respondent), will in most cases be able to give you most of the particulars about every member of his/her household, you should try to get the information about every adult person from himself/herself as far as possible. Do not ask a man to give information about his wife, or a wife to answer for her husband if they are both present. Adults should answer for themselves, if they are present. It is especially important that wherever possible the information on fertility, e.g. "Children Ever Born", etc. should be obtained directly from the females themselves. In the case of married females, you have to be tactful to ensure that it is the woman and not her husband who answers these questions about herself because husbands tend to be dominant if the interview is carried out with both.

If you are told that certain people spent the previous night with the household but are not present when you make your visit, where possible you should try to find out where they are with a view of cross-checking the information given about them. The particulars of such persons are to be collected as far as possible from the head of the household or the main respondent.

3.4 WHO SHOULD BE ENUMERATED

Starting with the head of the household (whether present or absent), enumerate each and every person, whether visitor or resident, who spent the night before the census date with the household you are enumerating. You should get all the relevant information on each of these people. After listing down the names of all the people who spent the night with the household, you should then ask for the names of the people who normally stay with the household but who did not spend the night with the household. Get the relevant information on each of these absent usual household members from the head of the household/main respondent.

You will generally not be able to complete the enumeration of all the people in your area in one day, and it may take as much as a week or even more, especially in rural areas. Make sure every time you visit a household you start by identifying the people who spent the night prior to the census date with the household. Occasionally, you may come across someone who says that he/she had already been enumerated elsewhere. In such a case, you still have to enumerate him/her again provided he/she spent the night prior to your visit with the household you are covering.

Children born after sunrise on the day of enumeration or persons who arrive after sunrise should not be included among those who spent the night with the household.

Persons working night shifts but having normal places of residence, like Security Guards and Nurses, those attending overnight funerals, those out for discos and other social functions during the night, should be enumerated during the day at their normal places of residence and should be deemed to have spent the previous night at their residence. If such a person is not present at the time you visit the household, make a call-back. Make sure such people are not reported as "Usual Members Absent"(3) on the household listing (Form A).

When you come across a household attending a funeral, allocate a Census Building Number and Housing Unit Number (CBN and HUN) and note in your note book to visit the household later. (Note that an enumerator will only be enumerated wherever he/she spent the previous night before census date). Name, sex, age and membership status should be asked on Form A.

3.5 WHAT TO DO IF PEOPLE ARE NOT AT HOME

Sometimes in the course of the enumeration, you may go to a Housing unit and find that there is nobody who can answer the questions which need to be answered. In such circumstances, do not paste a sticker on the door of the housing unit, but allocate the Census Number and note in your Note Book to re-visit the housing unit later when the people are expected to be at home. You should tell the neighbours that you will be coming back to that house and ask them to inform the occupants about the time of your next visit. In such cases, a visit early in the morning or late in the evening could be more fruitful. You may have to make up to three visits during the period of the Census if necessary.

There are three types of non-response you may come across, these are:-

- (a) Non-contact, i.e. when you fail to find the respondent even after repeated visits;
- (b) Refusal i.e. when the respondent just refuses to give you information; and
- (c) Partial non-response i.e. when you just get little or partial information about the household, say from neighbours.

In such cases, you are supposed to consult your Supervisor. Only after confirming the household a non-response case, should you shade the second box provided under **INTERVIEW STATUS**.

3.6 INSTITUTIONAL/COLLECTIVE LIVING QUARTERS

When you come across an Institution/Collective Living Quarters, for example a Prison or a rest house, you should first identify people regarded as the occupants. These should not include workers like Warders and their households in the case of a Prison, or hostel employees who just stay within the hostel premises for convenience, etc. These workers and their households should be treated as any other normal household. The main respondent for an Institution/Collective Living Quarter should be the person in charge, for example the Hotel Manager in the case of a Hotel, the Sister-in-Charge in Hospital Wards, or a more knowledgeable person. Management will also give information on the housing characteristics from H-1 to H-4 (Form A). **You should not ask these people questions on household characteristics since these are household questions.**

Each structure belonging to an institution will be treated as a building and will each be assigned a separate CBN. In the case of large populations found in one building eg. hospitals or hotels, each ward or floor/section will have the the same CBN but different HUN.

Detailed instructions on how to complete the questionnaire are given in Chapters 4 and 5.

3.7 QUESTIONNAIRE HANDLING AND FILLING IN

This section is aimed at bringing to your attention aspects that must be noted when handling and filling in the OMR Forms/Questionnaires. It is important that you become familiar with the issues regarding handling and correct filling in of responses.

Information processing in the world today involves handling huge volumes of data. This has prompted the world to improve on its data capturing methods in order to handle large volumes of data within a short period of time. The area of data capturing has seen the introduction of Optical Readers to quickly read data into the computer.

In the Census 2000, the Central Statistical Office (CSO) will use Optical Mark Readers (OMR) to capture data for the first time. It is important to sensitise all concerned parties on the use and handling of these machine-readable Forms/Questionnaires. Unlike ordinary Forms/Questionnaires which have been used before for data collection, the OMR Forms/Questionnaires need to be handled very carefully to reduce on the errors. It is anticipated that if these Forms are handled in the right manner, it would reduce on time spent on scanning/capturing the data, which would ultimately result in data being processed within the desired time-frame..

3.7.1 Handling

In order to successfully achieve this new system, care must be taken when handling the OMR Forms/Questionnaires. The following measures must be taken into account in order for the OMR to be able to read all the information required correctly:

- (a) **Do not Write Anything Else on the Form/Questionnaire:** Any unnecessary mark no matter how small' may prevent the Form from being read and result in wrong data being captured.
- (b) **Forms/Questionnaires Should not be Folded:** Do not fold the Forms/Questionnaires. Always carry and keep them in the bags and folders provided.
- (c) **Forms/Questionnaires Should not be Crumpled or Creased:** The Forms/Questionnaires must be kept where they cannot be crumpled, smudged or folded at the edges. Creases or folds may prevent them from passing through the Optical Mark Reader.
- (d) **Forms/Questionnaires Should not be Stapled:** Forms/Questionnaires should not be stapled together for any reason. Stapling of Forms/Questionnaires causes tearing by making on the form.
- (e) **Forms/Questionnaires Should not be Stored with Other Items:** Avoid storing OMR Forms/Questionnaires with other items. The bags provided are meant to carry OMR Forms/questionnaires only. Any other items should be carried separately.

- (f) **Avoid Giving Unauthorized Persons to Handle the Forms/Questionnaires:** Ensure that only persons filling in the Forms/Questionnaires should be allowed to handle them at that time. Once they have finished filling in the Form/Questionnaire, all completed Forms/Questionnaires should be kept securely and separate from the blank ones.
- (g) **The Forms/Questionnaires Should not be Handled with Wet or Oily Hands:** Ensure that you have dry clean hands when handling Forms/Questionnaires. Ensure that any form of oils, dirt or sweat are wiped off hands before you handle the OMR forms.
- (h) **The Forms/Questionnaires Must be Stored in a Clean Dry Place:** Once the Forms/Questionnaires are soaked or damp it makes reading very difficult and at times the Forms/Questionnaires may not be read at all. You must ensure that the Forms/Questionnaires are kept dry and clean. They should not be exposed to water or any form of liquid.

3.7.2 *Filling in the OMR Questionnaire*

Before filling in the Form/Questionnaire, you are strongly advised to study the general pattern of the census questionnaire and understand the instructions.

Care must be taken when filling in the Form/Questionnaire to avoid shading boxes wrongly. To avoid wrong entry of responses, everyone should understand how the responses given by the respondents are to be recorded in the questionnaire.

The following instructions will help you to correctly fill in the form/questionnaire:

- (a) Use a well-sharpened **HB pencil only** to shade the responses.
- (b) **Do not use ink**, for anything written in ink will not be read by the computer.

The following features will appear in the questionnaire:

- (a) The question or the information title.
- (b) In certain cases, blank boxes or space to write the response.
- (c) Series of numbers or small box in front of a response. This is the provision for shading the appropriate response.

Note the following:

- (a) A column must not have more than one character shading e.g. where codes are used, shade one character per column. In cases of multiple response you may shade more than one box for a question.
- (b) Shade the box completely and visibly. The shading should be confined within the small box provided for shading.
- (c) Use HB pencil only.

- (d) Do not tick ✓, cross × or circle the space provided for shading.
- (e) Erase completely any wrong shading

3.8 SCANNING

Forms will be scanned by enumeration area. Forms which are not correctly shaded or correctly handled will be rejected. After scanning, an error report will be generated for each enumeration area. The report is used to correct rejections and then the Forms are re-scanned. The error report shows which enumeration areas had the most rejections and causes of the rejections. The Enumerator with most mistakes will therefore be traced.

During field work, part of your allowances will be withheld and given upon successful completion of your work. This means that if the error rate for your SEA is high, you shall NOT receive your withheld allowance.

3.9 GUIDELINES ON DISTRIBUTION OF CENSUS FORMS

The census questionnaire is in two parts: Form A and Form B. The two census forms have been packed in separate boxes clearly labelled FORM A and FORM B.

For ease of control of the forms used for an enumeration area, every area has been assigned forms within a specified range of bar code numbers.

You are advised to adhere to the following:

- (a) A province shall be assigned unique ranges of Form A and Form B. For example:

Province X

	<u>From serial No.</u>	<u>To serial No.</u>	<u>Total No. of forms</u>
Form A	99012001	99013600	1,600
Form B	88079501	88086800	7,300

Each bar code has ten (10) digits e.g 99102546(27). The serial No. in the above example refers to the first eight (8) digits. In the example above you will find that there are 1,600 form As within the specified range of serial numbers. Similarly, there are 7,300 Form Bs within the specified range.

A District shall be assigned unique ranges of Form A and Form B within the Province.

Province X District Y

	<u>From serial No.</u>	<u>To serial No.</u>	<u>Total No. of forms</u>
Form A	99012001	99012700	700
Form B	88079501	88083700	4,200

In the example above you will find that there are 700 form As within the specified range of serial numbers. Similarly, there are 4,200 Form Bs within the specified range.

- (b) An enumeration area shall be assigned unique ranges of form A and form B within the District

Province X
District Y
SEA Z

	<u>From serial No.</u>	<u>To serial No.</u>	<u>Total No. of forms</u>
Form A	99012001	99012100	100
Form B	88079501	88080100	600

In the example above you will find that there are 100 form As within the specified range of serial numbers. Similarly, there are 600 Form Bs within the specified range.

- (c) Forms shall be given out sequentially until exhausted. For instance an area with a total of 3 enumeration areas and a total of 600 and 3,600 form A and form B respectively, will be treated as follows:
 - (i) Enumeration area 1 will be assigned the first 200 Form As and the first 1,200 Form Bs.
 - (ii) Enumeration area 2 will be assigned the second 200 Form As and the next 1,200 Form Bs.
 - (iii) Enumeration area 3 will be assigned the last 200 Form As and the next 1,200 Form Bs.

SERIAL/NUMBERS SHOULD NEVER BE OUT OF SEQUENCE. Each enumerator shall fill in the census forms sequentially in order of increasing serial numbers. For example, the enumerator will use the first Form A in the pad for HHN 01, the second Form A for the second household, and so on until all households are enumerated.

Similarly, the enumerator will use the first Form B in the pad for the first member of a household, the second for the second member and so on until all members are exhausted in the household. Then he/she will move on to the next household.

3.10 PACKAGING OF COMPLETED CENSUS FORMS BY SEA

After completing the enumeration of a household, the Census Form A and corresponding Bs will be stored together starting with Form A. This will be repeated for all completed households. At the end of enumeration, the forms will be sorted by household and handed over to the Supervisor. The Supervisor will then check the work and separate the Form As from the Form Bs.

All Form As for an enumeration area will be arranged on top of all the Form Bs of the enumeration area. They should be separated within an enumeration area.

3.11 WHAT TO DO IF YOU RUN OUT OF QUESTIONNAIRES

Your Supervisors will give you questionnaires for your enumeration areas. Every evening, collect sufficient questionnaires for a day's work so as not to run out of Forms in the middle of the day. Liaise with your Supervisor approximately how many forms you require per day.

However, should you run out of questionnaires, quickly inform your Supervisors who should immediately supply you with more.

3.12 LISTING SHEET

The purpose of a listing sheet is to list down all residential and non-residential buildings in an enumeration area. It gives an overview of the population as well as the number of all buildings in an enumeration area. You will be required to list all the households you visit on this sheet. You will fill the listing sheet at the end of each household interview. Before you start listing, you should first write the Identification Particulars of the enumeration area, being Province, District, Constituency, Ward, Region, CSA and SEA.

You should then start by allocating households serial numbers; Census Building Number (CBN), which you will enter in the first column under 'CBN'. This number runs serially in your enumeration area and has three digits. So the first building you visit will be given 001, the next one 002, etc up to the very last building in your enumeration area. Next you should transcribe the Form A ID bar code number of each household. If a continuous sheet has been used, transcribe the Form A IDs from both Form As of that particular household. There is also provision made to write the name of the household head in case of a residential building. If the building is non-residential, indicate whether it is a church, school, etc. Where you come across vacant households, indicate 'VACANT' in the description category. Thereafter, the locality name should be written. Finally, the household members should be disaggregated. You should write the total number of usual members present and visitors. This information should be broken down by "Females" and "Males". The listing sheet will look like the one shown on page 26.

CHAPTER 4

FORM A - GENERAL CHARACTERISTICS

4.1 PRELIMINARY STEPS

When you come to a structure, determine whether someone is using it as a residence. You must do this even if it looks as if the structure is not meant for habitational or residential purposes because people will be found to be living in offices, garages, petrol stations, barns, railway signal control stations, railway and bus stations, lorry parks, under stalls in market places, under bridges, storage sheds, shops and many odd places. Security Guards and caretakers who live within the premises where they work will be enumerated there. You will enumerate every person in your enumeration area at the housing unit where he/she spent the night before the census date. As for people who work during the night but have usual places of residence, their case has already been explained to you in Section 3.4.

When you get to a housing unit, introduce yourself to whoever meets you that you are a Census Officer and that you would like to meet the head of the household. If he/she is not at home find out if there is any knowledgeable adult person present. This person will be the main respondent for the household. Introduce yourself and explain the purpose of your visit. Information about persons below 12 years of age can be obtained from the main respondent but questions about each individual adult should, as far as possible, be directed to each such individual if they are present.

Find out how people in the housing unit/building are grouped for living purposes. Each of these groups of people or single persons as the case may be, will be defined in terms of a household (see Section 2.2). Each of these households will be enumerated on one separate questionnaire except when it is necessary to continue on additional questionnaires when the number of persons in a household or institution is more than fifteen (to be discussed in Section 4.9). Before starting to enumerate, enter the identification particulars on the front page of the questionnaire.

4.2 QUESTIONNAIRE IDENTIFICATION

Write the name and code of the province in which you are operating in the space provided. You will then shade the appropriate code for the province. The province codes are given in Appendix 1.

4.2.1 *District Name*

Write the name and code of the district in which you are operating, in the space provided, then shade the appropriate code for the district. The district codes are given in Appendix 1.

4.2.2 *Constituency*

Write the code of the constituency in the space provided, then shade the appropriate code for the constituency. The constituency codes are given in Appendix 2. The map you shall use will also tell you the constituency you are working in.

4.2.3 *Ward*

A ward is a political delineation of an area. There may be more than one locality in one ward. The map you are using contains ward boundaries. Write down the code of the ward in which the housing unit is located and shade appropriately. Refer to Appendix 3 for the list of codes.

4.2.4 *Rural/Urban*

Shade appropriately in the provided boxes for rural or urban, depending on the area in which you are operating. You will transfer this information from the map you are using onto the Form.

4.2.5 *Census Supervisory Area (CSA)*

Your supervisor will give you the number of the CSA in which your work area is located. This number is also given on the maps you are using. Write the number in the boxes provided and shade appropriately in the spaces provided.

4.2.6 *Standard Enumeration Area (SEA)*

This is the area allocated to you for enumeration. Your Supervisor will give you the SEA number. This number is also given on the map you are using. Write the SEA number in the space provided and shade appropriately.

4.2.7 *Census Building Number (CBN)*

Within your enumeration area you will give a unique serial number to each building as you continue to enumerate. This number will run serially in each Enumerator's area. The number will be in three digits starting with 001, followed by 002, 003 and so on. No two buildings in your enumeration area will have the same 'Census 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 CBN in the space provided and shade appropriately.

4.2.8 *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 one 02, and so on. Structures not intended for habitation but actually being used as living quarters at the time of the Census are to be allocated appropriate housing unit numbers.

Examples:

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

- (d) In case of a building where there is no housing unit (or it is non residential), record 00 for HUN and shade the 4th box under INTERVIEW STATUS.
- (e) If the interview status is "non-contact", record 01 for HUN.

Remember to give it a Census Building Number. Shade the housing unit number under the HUN Column after shading the 4th box under interview status for, "NON-RESIDENTIAL" .

4.2.9 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 write '0' and then shade the appropriate space. This will indicate that no one was living there at the time of enumeration. You will then get the housing particulars for the housing unit. If the Housing Unit is occupied, but you do not contact any household member at that particular housing unit, leave the column for HHN blank. For a non residential building, record zero for HHN and shade accordingly.

4.3 AREA IDENTIFICATION

4.3.1 Village/Locality

In the case of urban areas, enter here the name of the area, compound or township in which this house is located, e.g. Kansenshi, Chelston, Chipata Compound, Chilenje South, etc. In the case of rural areas, write the name of the village/locality.

4.3.2 Residential Address

Residential 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 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, Longacres. In rural areas, name of a village/locality will suffice.

4.3.3 Chief's Area

This information is for the area you are operating in. You should confirm with the respondent the name of the Chief for the area. You could come across people who pay allegiance to different chiefs in your area. What you are supposed to indicate is the Chief of the area. The name should be one of the names given in Appendix 5 of the list of the Chiefs for the district. If you are enumerating an urban area, do not record anything in the spaces provided and therefore, do not shade any code. If you come across an area where there is no chief, treat this area like an urban case.

If the name given for a chief is different or does not appear on the list, probe to find out if there has been any change in the names. If there has not been any change inform your supervisor about it. Shade the appropriate code from Appendix 5.

Census maps do not show the boundaries of chiefs areas, therefore for the Central Statistical Office to correctly allocate people according to "Chiefs' Areas", you should be **VERY CAREFUL** when getting this information.

4.4 RESIDENTIAL STATUS

This includes Collective Living Quarters. The Institutions/Collective Living Quarters are as follows:-

- (a) Hotel/Motel.
- (b) Hostel/Rest House.
- (c) Hospital.
- (d) Learning Institution.
- (e) Prison/Police Cells.
- (f) Other.
- (g) Not Applicable.

Shade the appropriate space under institutional collective quarter. In case of a normal housing unit, shade the space for Not Applicable.

4.5 INTERVIEW STATUS

Check the appropriate category as indicated below and shade the appropriate code.

- (a) **Interview Completed (Occupied):** You will pick this category if the housing units are occupied and you have enumerated the households. Shade the space provided.
- (b) **Non-Contact (Occupied):** You will pick this category after making sure that the house is occupied, but that you cannot find anybody at home throughout your three visits during the Census period. Shade the space provided.
- (c) **Not-Interviewed (Vacant):** You will pick this category after making sure that the house is vacant throughout your three visits during the Census period. Shade the space provided.
- (d) **Non-Residential:** In case of a building which is not a housing unit, pick this category and shade the space provided.

4.6 SUMMARY COUNT

The summary count includes the defacto population i.e. usual members present and visitors. Enter the total number of people listed in the household listing as, "Usual Members Present and Visitors". The total has to be further broken down into "Male" and "Female" and entered under these categories. You should therefore **ignore "Usual Members Absent"**. These must not be entered under the Summary Count. If a continuation sheet is used, the summary count should include 'usual members present and visitors' listed on both sheets.

4.7 ASSIGNMENT RECORD

Write your full name in the space provided. Then enter the date on which you complete the interview. You should do this for each questionnaire you complete.

4.8 HOUSEHOLD LISTING

In the household listing, record all household members starting with the head of the household. The household listing has enough space for 15 persons. If a household has more than 15 persons, use a continuation sheet (to be discussed in Item 4.9). This information will not be collected for people in institutions.

4.8.1 *Serial Number*

Each household member will be given a serial number. In the serial number column, shade the number against the full name for every person entered.

4.8.2 *Full Names*

In this column, write the full names (i.e. first name and surname) of the persons you are enumerating. Start with the name of the head of the household whether or not he/she spent the previous night with the household. Continue with the names of all members of the household, followed by all visitors who spent the previous night with the household. Lastly, ask the main respondent, who may or may not be the head of the household, for the names of all the usual members of the household who did not spend the previous night with the household.

In order to be systematic, you should follow some kind of order. So write the name of the spouse of the head of the household after that of the head, followed by the names of their unmarried children, married children and their families and, lastly, those of other relatives and the non-relatives, in that order. In case the head of household has more than one wife living as one household, enter first the name of the first wife then her children, and then the next wife and her children and so on.

If you find that there is not enough space to write the full names (first and surname) of the person, enter only the name by which that person is commonly known. For babies who have not yet been given a name, write 'baby' followed by the surname, eg Baby Mwanza.

4.8.3 *Sex*

Shade the appropriate space for the sex of the household members.

4.8.4 *Age*

In the household listing, age is in broad age groups categorised as <16, <18 and 18+. These refer to age groups 0-15, 16-17 and 18 years and above. Shade the appropriate space for the age of the household members.

4.8.5 Membership Status

There are three categories to this status:

- (1) Usual member of the household who spent the previous night with the household;
- (2) Visitor who spent the night with the household; and
- (3) Usual member of the household who did not spend the previous night with the household.

Remember, the names of the persons are supposed to be written following the same order as that followed by the categories in membership status, that is, category 1 first, then category 2, the visitors, and lastly category 3, the usual members temporarily absent, except for the head of household who has to be entered first irrespective of whether or not he/she spent the previous night with the household.

4.8.6 Household Head - Form B I.D.

This is used as a link from Form A to Form B (s) for the purpose of identifying the household members linked to a particular Form A.

Fill in the bar code number carefully from Form B (General characteristics Questionnaire) for the head of the household and shade the number accordingly.

Example

A bar code found on Form B for the household head would look like this.

- 6 —
- 4 —
- 7 —
- 1 —
- 2 —
- 3 —
- 8 —
- 5 —
- (1) —
- (2) —

You enter and shade the following on Form A

6	4	7	1	2	3	8	5	1	2
			-	-				-	
	-				-				-
-							-		

4.9 SUPPLEMENTARY/CONTINUATION SHEET

This is used for identifying continuation sheets for the household. Households with more than 15 members will require additional sheet(s) to list the rest of the household members.

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

Each main questionnaire has space for entering information for fifteen (15) persons. You will use as many lines as the number of persons in that household. The remaining lines will be left blank. However, if a household has more than fifteen (15) persons, then you will need additional space. In such a case, use one questionnaire for the first fifteen (15) persons and continuation sheets for more persons. In case there are many persons, you will continue using continuation sheets until the whole household or institution has been enumerated. In order to show that you have used continuation sheets (questionnaire (s)) for the household or institution, you should shade the appropriate boxes on the bottom right of the main questionnaire as demonstrated below. For example, if you use a total of 3 continuation sheets, shade the first box on the first continuation sheet, the second box on the second sheet and the third box on the third continuation sheet as shown below:

Sheet 1	Sheet 2	Sheet 3
sheet 2 (persons 16-30) ■	sheet 2 (persons 16-30) □	sheet 2 (persons 16-30)□
sheet 3 (persons 31-45) □	sheet 3 (persons 31-45) ■	sheet 3 (persons 31-45)□
sheet 4 (persons 46-60) □	sheet 4 (persons 46-60)□	sheet 4 (persons 46-60) ■
sheet 5 (persons 61-75) □	sheet 5 (persons 61-75)□	sheet 5 (persons 61-75)□
sheet 6 (persons 76-90) □	sheet 6 (persons 76-90)□	sheet 6 (persons 76-90)□

You will then transcribe all the identification particulars from the first questionnaire onto all the continuation sheets for the household.

4.10 HOUSING CHARACTERISTICS

In this Section we are interested in collecting information on housing units.

A building may have several housing units and therefore particulars of each housing unit will be collected separately from the other even though these may be similar.

If a building is earmarked for demolition, but is standing intact and is occupied at the time of your visit, then you are to consider this as a standing building and you must collect housing particulars on each housing unit within this building.

If someone is living in a part of an incomplete building, i.e. building under construction, consider the occupied part of the building as a housing unit and collect the necessary information about it.

Remember that if there is more than one housing unit in a building, collect information from each housing unit. For this exercise, a complete house is one which has a roof, walls and a floor.

In some parts of Zambia, it is customary to abandon a standing house/hut if a death occurred in that house/hut. Since for all practical purposes this particular house will never be used, it is as good as already demolished. Do not collect information about this house/hut and treat it as if it was not there. In case only one hut out of a group of huts forming one housing unit has been abandoned but other huts are being used for living, then ignore the abandoned hut but collect the information about the remaining huts.

H - 1: Type Of Housing Unit

In this question we are interested in knowing the different types of housing units such as traditional structures, mixed structures, mobile, conventional and improvised structures etc. Shade the appropriate code.

H - 2: Type of Roofing Material

You can easily identify the type of roof the housing unit has. In case it is not very obvious or if in doubt, ask the respondent. Shade the appropriate code.

H - 3: What Are The Walls Of This Housing Unit Made Of?

Generally, the walls are plastered both inside and outside. If you are not able to tell, ask the respondent. Shade the appropriate code.

H - 4: What Is The Floor Of This Housing Unit Made Of?

Just like in H - 3 above, the respondent may be of assistance in this question. However, if it is quite obvious to you, Shade the appropriate code.

H - 5: Occupancy

Find out how many households are living in the housing unit and shade appropriately.

Single Household

A Single Household means that only one household is occupying one housing unit.

One Household in Several Housing Units

This is when the one household is occupying more than one housing unit.

Shared

This refers to a situation where you find more than one household occupying one housing unit, which is actually intended to house just one household. Shade the appropriate code indicating the number of households sharing the housing unit.

Note that if:

- (i) Either ***Single household or one household in several housing units*** is given as a response to H-5, Go to H-7.
- (ii) ***Shared*** is given as a response to H-5, Go to H-6.

- (iii) Either *vacant, non contact or non-residential* is given as a response to H-5, end the interview.

H - 6 Number of Households Sharing

Find out how many households share a particular unit (if it is shared) and shade appropriately

H - 7: How Many Living Rooms And Bedrooms Does This Housing Unit Have

A room is defined as a space in a housing unit enclosed by walls reaching from the floor to the ceiling or roof covering at least a height of two metres, of a size large enough to fit a bed for an adult. A hut meeting these two qualifications will also be treated as a room. Normally, bedrooms and living rooms will be included in this definition. Passage ways, verandahs, lobbies, kitchens, bathrooms and toilet rooms are not counted as rooms even if they meet the criteria. A garage and a store meeting these requirements should be treated as rooms only if these are actually being used for living purposes at the time of enumeration. Find out the number of living rooms and bedrooms in the housing unit and shade the appropriate figures provided. If you come across a bedsitter, treat it as a bedroom as opposed to a living room.

Study and drawing rooms, living or family rooms, play rooms, etc. are to be considered as living rooms or bed rooms depending on the use and if they meet the above criteria.

H - 8: Does This Housing Unit Have A Kitchen

A kitchen is a space which conforms in all respects to a 'room' and is equipped for the preparation of meals and is intended primarily for that purpose. In cases where more than one household share a kitchen, attach the kitchen to only one of them. Shade appropriately.

H - 9: What Is The Main Source Of Water Supply For This Housing Unit

Find out the main source of water for drinking and cooking for the household and shade the appropriate code.

4.11 HOUSEHOLD CHARACTERISTICS

HH - 1: What is The Main Source Of Energy Used For Lighting By This Household

Ask for the main source of energy used by the household for lighting. Since availability of energy for lighting is what is to be determined, even if a housing unit has the necessary wiring but is not connected to the electric supply system, the household will not be considered to be using electricity. Shade the appropriate code in the box provided.

HH - 2: What is the Main Source of Energy Used for Cooking by this Household

It is the main source of energy used for cooking we are interested in. Shade the appropriate code in the box provided.

HH - 3: What is the Main Source of Energy Used for Heating by this Household

It is the main source of energy used for heating we are interested in. Note that "heating" in this case does not refer to heating/warming food or water but to heat a room. Shade the appropriate code in the box provided.

HH - 4: How is the Household Refuse Disposed?

Find out how the household disposes its refuse and shade the appropriate response.

HH - 5: Does Your Household Have?

Find out whether the household has any of the listed items and shade appropriately.

HH - 6: What is the Main Type of Toilet Used by Members of this Household?

Everybody uses a toilet of some sort and we are interested in the type of toilet used by members of the household. Shade the appropriate code in the box provided. If the household has no toilet facility, or uses "other" toilet facility, do not ask HH-7. Instead, go to HH-9.

HH - 7: Is This Toilet Inside or Outside this Housing Unit?

Find out whether the toilet is inside the housing unit or outside. Shade the appropriate code in the box provided depending on the response given.

HH - 8: Is this Toilet Exclusively Used by Members of this Household?

Ask the respondent if this toilet is shared with members of other households. Shade the appropriate code in the box provided depending on the response given.

HH - 9: Is this Housing Unit Owned by any Member of this Household?

Ask the respondent if this housing unit is owned by any member or members of the household. If the response is "Yes", ask the respondent question HH-10, if the response is "No", skip question HH-10 and go to HH-11.

HH - 10: How was this Housing Unit Acquired?

If the response to HH - 9 is "Yes", then ask how this housing unit was acquired. Then shade the appropriate code in the box provided depending on the response given. For any response to this question, skip to A1.

HH - 11: Is this Housing Unit Provided Free by the Employer/Friend or Relative of any Member of this household?

If the response to HH-9 is "No", that is, if the housing unit is not owned by any member of the household, then find out if the housing unit is provided free by the employer/friend or relative of any member(s) of the household. If the housing unit is provided by the employer, it may or may not involve payment of rent as sometimes employers charge full rent, sometimes a nominal rent and sometimes no rent at all. If the employer deducts any amount of money from the salary of any member of the household for rent, then the housing unit is not provided free.

When an employer provides a housing unit then it is not necessary to find out whether or not the employer is also the owner of that house/housing unit. For example, the housing unit may be owned by a private landlord but rented by a company which has provided this housing unit to its employee. As far as this household is concerned, the housing unit has been provided free by the employer.

If the housing unit is provided free by the employer then skip question HH - 12 and go to HH - 13 since HH - 12 would not be relevant to such a household. If the response is "Yes", by friend or relative skip to A1. If the response is "No", then you ask the next question. In either case, shade the appropriate code in the box provided.

HH - 12: Is this Housing Unit Rented from the Employer of any Member of this Household?

Find out if the housing unit is rented from the employer of any of the household members. If the response is "Yes" shade the first box. If the response is "No" shade the second box and go to HH- 14.

HH - 13: Is the Employer.....?

Ask the respondent who the employer is and shade the appropriate code. In cases of domestic servants who are provided with housing by their employers, the response category taken is "An Individual". **Go to A1 for all the responses to this question.**

HH - 14: Is this Housing Unit Rented From....?

This question is asked of households who responded "No" in HH - 12, that is those who replied that the housing unit is not rented from the employer of any member of the household. In cases of domestic servants who are provided with housing by their employers, the response category taken is "An Individual". After getting the response, shade the appropriate code.

4.12 AGRICULTURE

In this section, we would like to know whether the household is engaged in any agricultural activity i.e. crop growing, live stock or poultry raising, or fish farming.

Agricultural Household is a household in which at least one member is carrying out some agricultural activity on the holding belonging to the household, and/or horticultural farming.

Agricultural Activity is the growing of any crop and/or raising of livestock and/or raising of poultry and/or fish farming.

Holding refers to land wholly or partly operated for agricultural purposes such as growing crops and/or raising livestock and/or raising poultry for production under a single technical management.

Livestock include cattle, pigs, goats, sheep and donkeys.

Poultry includes chickens, Ducks, Gees, Pigeons, Guineafowls, Rabbits and Turkeys.

Zambia's agricultural season extends from 1st October of one year to 30th September of the following year.

A-1 Find out from the respondent whether the household was engaged in any of the listed agricultural activities since 1st October 1999

(Remember horticultural farming should be regarded to be crop growing and should follow under other crops)

A-2 Find out from the respondent whether they grew any of the listed crops on their holding during the 1999/2000 agricultural season.

A-3 Ask the respondent whether any member of the household raised any of the listed livestock/poultry on the holding since 1st October 1999.

(Remember raising here means keeping of animals on the holding regardless of ownership)

A-4 Find out from the respondent whether the household was engaged in fish farming on the holding since 1st October 1999.

(Remember fish farming is the raising of fish in fish ponds)

CHAPTER 5

FORM B - INDIVIDUAL CHARACTERISTICS

The questionnaire, (Form B) will be used to collect information for each person present the night before the census date (defacto population). As much as possible adults will answer the questions on Form B if they are present. In cases where they are not present and for children, the questions will be answered by the main respondent. For usual members absent, the main respondent will give you the information only up to P 5 (age).

5.1 DEMOGRAPHIC CHARACTERISTICS

5.1.1 Full Name

Fill in the full name of the person you are collecting information for as indicated in the household schedule.

5.1.2 Serial Number

This shows what number the individual is on the household listing on Form A; eg since the household head will always be listed first on the household listing, his/her serial number will be 1. Therefore, 1 will be shaded for serial number. For the person who is second on the household listing, 2 will be shaded.

If a continuation sheet is used, the individual who is listed first on the continuation sheet will also have 1 shaded for his/her serial number.

P 1: Form A I.D.

This is used to identify which household the individual belongs to. Fill in the bar code from Form A on to the Form Bs of respective household members. This means that all members of one household on one Form A will have the same Form A ID, i.e., if a continuation sheet is used, all household members listed on the original Form A will have the same Form A ID (as on the original Form A) while those listed on the second Form A will also have the same Form A ID (as on the continuation sheet).

A bar code on Form A would look like this.

1 ———
 4 ———
 3 ———
 6 ———
 7 ———
 4 ———
 2 ———
 8 ———
 (1) ———
 (8) ———

You should write the bar code and shade appropriately under P1.

1	4	3	6	7	4	2	8	1	8
---	--		-	---	--	-			

5.1.3 Continuation sheet number

This is used to show individuals listed on a continuation sheet. If a continuation sheet is used, persons listed on the second Form A will have 2 shaded on their Form Bs under this column. Those who are listed on the third Form will have 3 shaded on their Form Bs and so on. This column will remain blank for persons listed on the first Form A. It will, therefore, differentiate the household head from the other persons with serial number 1 in that household, since this column will be blank for the household head while it will be shaded 2 or 3 up to 6 depending on which continuation sheet the other individuals are listed.

P - 2 Membership Status

There are three categories to this status:

- (1) Usual member of the household who spent the previous night with the household;
- (2) Visitor who spent the night with the household; and
- (3) Usual member of the household who did not spend the previous night with the household.

In this column, shade the appropriate space for each individual depending on his/her membership status.

P 3: Relationship

Find out the relationship of the person to the head of the household and shade the appropriate space. Other relatives will cover relationship by blood, marriage, adoption, etc.

P - 4: Sex

Shade the appropriate space for sex. Take particular care to record the correct sex of young children. In some cases you will not be able to tell whether a baby is male or female. You should ascertain what the sex of the child is. Ask if you are not sure. The name or appearance may not reflect the sex of a child.

P - 5: Age

Age is a very important personal characteristic that we are concerned with in the Census. Two columns are provided for entering the age. For all those persons who are one year old or older, the age will be recorded in completed years and '00' will be recorded for babies less than a year. The age will be entered in two digits, 01, 02, 09, 10, 11,.....89. For those who are 90 years and older, 9 and 0 will be shaded.

Example:

- (a) A person who is 17 years and 11 months old will have 17 entered as his/her age (since age is reported in completed years);
- (b) An infant who is 4 months old will have '00' entered in the columns and shaded since it has not yet completed a year;
- (c) A person who is 107 years will have 90 entered and shaded as his/her age.

In some cases the question on age will not create problems. Almost all persons who have been to school know their age. Where there may be some doubt, ages of children can be reasonably estimated by looking at them and comparing them to other children of known ages in the household.

Some people will, however, not know their ages. In such cases you will have to estimate their ages. Ask such a person how long they have been living in the area, about what time in their life they came here, what they did then, for how long, how old they were when they left their parents' home, etc. In this manner, you can build their life history. It is also possible to determine their age by referring to some historical events that they may remember, e.g., how old they were when the Lusaka-Mongu Road was built by the Chinese, or when the name of Feira Boma was changed to Luangwa, or when a certain Chief died, or when Katima Mulilo Pontoon disaster occurred, or when Mufulira Mine disaster occurred or when Zambia became independent, etc. Such historical events are meant to help a respondent remember how old they may have been when they were occurring. Do not rely completely on a single event. You should also check this with a later event.

If you have already ascertained the age of some other members of the household or of a neighbour, this may be of considerable help in determining the ages of other members of the household. For example, if you have estimated that the eldest child of the head of the household is 12 years old, you may be able to determine the ages of the other children by finding out how many years elapsed between the births of the different children.

Examples on the Age of Respondent

- (a) A respondent says he/she was born on 20th June, 1954 and the date on the day you are visiting the household is 25th August 2000, this would mean that this respondent turned 46 on his/her last birthday which fell on the 20th of June 2000 (i.e. $2000 - 1954 = 46$). So you are supposed to enter 4 and 6 in the spaces provided and shade 4 and 6 for age since we only report age in completed years.
- (b) A respondent gives his/her date of birth as 12th October, 1962 and the date on the day you visit the household is 27th of August 2000. This means that this respondent will turn 38 on 12th of October 2000, (i.e., $2000 - 1962 = 38$) but since we are reporting age in completed years, we just report age on the last birthday, which of course is $38 - 1 = 37$ completed years, since he is yet to turn 38. So you shade 3 and 7 for age.

This question on age will be the last one to be asked of all persons who are usual members of a household, but absent at the time of enumeration (P5).

5.2 MIGRATION FOR ALL PERSONS

One of the characteristics of a human being is the tendency to move. There are many and varied reasons why people move. We shall only consider movements which result in crossing administrative boundaries as "Migration", that is, only if a person has moved from one district to another.

P-6 Where was.....Born? (Birth Place)

In this question, "Place" refers to district for cases within Zambia, or country for cases outside Zambia whether the person is Zambian or not. For persons born in Zambia, write the district of birth and then shade the appropriate space. The district codes are provided in Appendix 1. Some people may not know the name of the district in which they were born, but they generally know the name of the Chief's area. In such cases you should write out Chief's area and then later on refer to the list of Chiefs by districts in Appendix 5, and find out which district the Chief belongs to. In case the person was born outside Zambia, write the name of the country in which he/she was born. Then write the name of the country, its code and shade the appropriate country code in the space provided. The country codes are given in Appendix 6. Do not write the name of the district of a foreign country.

5.2.1 Rural/Urban

Find out whether the part of the district in which the person was born was a rural or urban area at the time of his/her birth. Shade the appropriate space. The list of urban areas and townships is given in Appendix 4. In case of a foreign country, shade the box for "Not Applicable".

P - 7: What is’s Country of Citizenship?

Write the name of the country of which the person is a citizen in the space provided. Then enter the country code in the appropriate boxes. A list of countries and their respective codes is given in Appendix 6.

P - 8: Purpose of stay (non - Zambians only): What is your purpose of stay in Zambia?

People come to Zambia for various reasons. Among them are seeking refuge/asylum. A refugee is a person who is outside his/her country of origin due to civil conflict and cannot be given protection of his/her own government. An asylum seeker could be regarded the same as a refugee, but the difference is that an asylum seeker is a person who has made his/her intentions known to the government but has not yet been granted refugee status. Shade the appropriate space for the purpose of stay.

P - 9: What is your Religion?

Shade the appropriate space for religion.

P - 10: How Long Has.....Been Continuously Living in this District? (District of Enumeration)

A person can live in the same district from birth without moving. Others may move from district to district, changing residence over time. For those who move, it is possible to keep coming back to the same district. What we are interested in is the length of their present **unbroken or continuous** residence in this district. Enter the number of completed years in the first two boxes

and the number of months in the next two. For those who have not completed a month yet, enter 00 in the boxes for months and 00 in the boxes for years.

Example:

Suppose you are in Chinsali District and you come across a person who was born in Serenje District and lived there until 1981. This person then went to live in Chinsali District where he/she stayed up to 1990, after which he/she moved to Mansa District and then returned to live in Chinsali District in June 1994 where he/she is living up to now. His/her continuous period of residence in this district is from June, 1994 to August 2000, that is 6 years and 2 months. Shade 06 and 02 in the respective boxes. You are not to consider the period of his/her previous residence in the district, eg, a Zambian of Asian origin.

P - 11: Where Was.....Staying in August last Year?

In this question you are to ask the respondent his/her place (district) of residence 12 months ago and whether that place was an urban or a rural area. This is not over the duration of the last 12 months, rather it is about this time 12 months back, i.e in August last year.

Write the name of the district in which this person was residing 12 months ago and then shade the appropriate code in the boxes provided. This can either be the district where he/she is now residing or another district. In case the person lived outside Zambia 12 months ago, write the name of the country where he/she was residing at that time and then enter the appropriate country code. For infants born less than 12 months ago, shade 888 in the boxes. If a person is not sure of the district, then ask him/her the name of the Chief in whose area he/she was living. From this information you can find out the name of the district (see Appendix 5).

Find out if the place where the person was living 12 months ago was a rural or an urban area. Shade the appropriate space for rural and urban areas. The list of urban areas and townships is given in Appendix 4. For infants born less than 12 months ago and for those who were living outside Zambia at that time, shade the space for Not Applicable (N/A).

5.3 ETHNICITY AND LANGUAGE

P - 12: Ethnicity

This question refers to the Tribal-Group the person belongs to. It is an easy question but can be misunderstood. If a person says his/her parents belong to two different tribes, ask which one he/she identifies himself/herself with. In the case of some Zambians (such as those of Asian origin) and Non-Zambians, write the major racial group to which the person belongs, i.e African, American, Asian or European, then shade the appropriate space.

P - 13: What is.....'s Predominant Language of Communication?

You are required to find out the predominant language the person uses most frequently for his/her day-to-day communication with his/her neighbours, at factory, in office, in market places, etc. Note that it is not necessary that a person may be able to read and/or write in this language. For babies who have not yet started talking, or for the deaf and dumb, write code 88 for Not Applicable and shade appropriately.

P - 14: What is.....'s Second Language of Communication?

You are now required to find out the second language the person uses. As in P 13, note that it is not necessary that a person may be able to read and/or write in this language.

Some people have only one language of communication. In that case, put a dash (-) in the box provided, write 88 in the boxes that follow and then shade 88 in the shading spaces.

5.4 DISABILITY

You are about to start a rather sensitive topic. Prepare the respondent by telling him/her that you are now going to start asking questions on disability.

A person with a disability is defined as a person who is limited in the kind or amount of activities that he or she can do because of the on going difficulties due to a long term physical condition, mental condition or health problem. Short term disabilities due to temporary conditions such as broken legs and illness are excluded. Only disabilities lasting for more than six months should be included.

P-15 Are You Disabled in any Way?

Find out whether this person is disabled and shade appropriately. If the respondent is not disabled, skip to P18.

P-16 What is Your Disability?

Find out what disability the person has and shade appropriately. Also note that a person may have more than one disability. Shade all disabilities reported.

5.4.1 Types of Disability

- (a) **Blind:** Complete loss of sight.
- (b) **Partially Sighted:** Loss of one eye or poor sight but does not mean complete blindness.
- (c) **Deaf:** Complete loss of sense of hearing.
- (d) **Hard of Hearing:** Partial loss of sense of hearing, and not complete loss of sense of hearing.
- (e) **Mentally Ill:** Psychological disorder related to the individual's mental state or state of mind.
- (f) **Ex-mental:** Any person that has suffered from mental disorder before but is now rehabilitated/or medically treated/or is undergoing rehabilitation.
- (g) **Mentally Retarded:** Any individual that is either very slow to learn or has deficiency of mental intellect (slow in grasping things, difficulties in remembering things, very slow at responding).
- (h) **Physically Handicapped:** Any person with a physical abnormality relating to the loss of bodily limbs or any deformity in the bodily stature, eg., the epileptics and lepers.

5.4.2 Causes of Disability

P-17 What is the cause of this disability?

Ask for the cause of the reported disability/ies and shade accordingly.

Causes of disability are categorised as follows:

- (a) Congenital/prenatal - these are disabilities which one is born with.
- (b) Disease/illness e.g. polio, leprosy, cataract.
- (c) Injury/accidents/trauma e.g. road accidents, injuries from accidental falls, fire etc.
- (d) Other, eg. unsuccessful medical operation, witchcraft, wrongful application of traditional and conventional medicine.
- (e) Unknown

5.5 EDUCATION: FOR ALL PERSONS 5 YEARS AND OLDER

P - 18 Can.....Read and Write In Any Language?

Ask if the person can read and write in any language (local languages included) then shade appropriately.

P - 19: DoesGo To Any Institution Of Learning?

Under this question you are to record the present status of school or college attendance of each person. Shade the appropriate space.

Since the census will be held during a period when many schools and colleges will be closed for holidays, for those still attending school the word 'attending' will be taken to mean that the person attended school during the last term and intends to do so in the next term also. Note that:-

- (a) Students attending vocational training including teacher training should be considered as persons attending full-time.
- (b) Apprentices in factories or workshops should not be shown as full - time students. Shade the fourth space provided.
- (c) Persons attending night school should be shown as part - time students.
- (d) People engaged in correspondence studies are not full time or part time students. Shade the third space for correspondence.

P - 20: Did.....Previously Go To Any Institution of Learning?

This question is for persons who answered "No" under P-19. Since we have established that they are not attending any institution of learning at present, we are interested to know whether they did so previously.

P - 21: What highest Level Of Academic Education HasCompleted?

Under highest academic educational level completed, write the highest educational level completed by each person who has ever attended an educational institution (including correspondence schools). Shade the appropriate figures for the highest level completed whether a person is still attending full time or part-time or has attended previously and is not attending now. The codes are given below and in Appendix 8. For children attending nursery school and those currently in Grade 1, their academic qualification completed is 00. For persons who were educated outside Zambia, indicate the appropriate Zambian equivalent of the level reached.

Example 1:

If someone passed Standard 5, i.e. was in school system before 1956, write 06 and then shade appropriately. For cases up to GCE 'O' level, the level completed is what matters when recording highest level of education. For cases after GCE 'O' level, qualification is what matters.

Example 2:

Suppose a person completed Form 5 GCE 'O' level in 1980. In 1981, he/she went to study at the University of Zambia. After two years he/she was re-directed before completing the programme. For this person write 12 in the space provided and shade appropriately. The two years spent at the University are not considered in this case.

The system of school standards, grades and forms has been changed four times since 1956. The following are roughly the relative levels. Enter the appropriate code as provided in the last column below.

Before 1956	1956 - 65	1966 - 83	1983 to Date	Codes
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	Standard 6	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	Grade 11	11
Form 4 (GCE)	Form 4 (GCE)	Form 5 GCE(0)	Grade 12GCE(0)	12
Form 6 lower	Form 6 Lower			12
Form 6 upper	Form 6 Upper	GCE (A)	GCE(A)	13
Form 6				13
College Students				13
University Undergraduate Students				13
Certificate				14
Diploma				14
Bachelors Degree				15
Masters Degree and above				16

The level completed is the qualification or attendance (i.e. degree, diploma, certificate, etc.) that an individual has acquired, whether by full-time study, part-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification, therefore, implies the successful completion of a course of study.

P - 22: What Highest Professional/Vocational Education Has....Completed?

All professional or vocational education will be recorded under this column. Find out the highest professional or vocational education the respondent has completed and what level. The levels are:

- (a) Certificate.
- (b) Diploma.
- (c) Degree and above (Bachelors, Masters, Doctorate, etc.).
- (d) None.

Write the field of study and enter code from the list of supplied educational programmes in Appendix 9. Shade the appropriate level.

For students currently attending school and those not attending school write none, enter and shade Code '88'.

Examples:

- (a) A person passed Form 3 examination in 1958. After that he/she obtained a Certificate in Textile Printing. Under professional/vocational education you will write "**Certificate in Textile Printing**" in the space provided for Professional/Vocational and later on enter |4|2| and shade appropriately in the space provided. You will also shade appropriately for certificate.
- (b) A person passed Form 5 examination in 1980. After that he/she obtained a Diploma in Electrical Engineering. Write "**Diploma in Electrical Engineering**" in the space provided, enter |0|3|, standing for the field, that is, Electrical Engineering and shade appropriately. Shade appropriately for diploma as well.
- (c) A person passed his/her Form 5 examination in 1969. After that he/she obtained a Bachelors Degree in Agriculture. Write **Degree in Agriculture** in the space provided for Professional/Vocational and later on enter [3|9] and shade the boxes provided for degree and |3|9|.
- (d) A person passed his/her Bachelor's Degree in Agriculture. After that he/she obtained a Masters Degree in Agriculture. Write "**Masters Degree in Agriculture**" under the professional/vocational column. Later, enter |3|9| in the boxes and shade appropriately for degree and agriculture. A list of educational programmes is provided in Appendix 9.

5.6 ECONOMIC ACTIVITY: FOR PERSONS 12 YEARS AND OLDER

In this section, we want to find out whether a person is working or not and, if working, then what type of work he or she is doing. For those who are not working, we would like to know whether or not a person is seeking work or interested in getting work or whether a person is engaged or involved in some other activity such that he or she is not available or interested in doing work

of any economic kind. These questions are to be asked only of persons who are at least 12 years old on the day of enumeration.

The persons who are 12 years and older can be divided into two categories:

- (a) Those working, or not working but interested in work (Labour Force); and
- (b) Those neither interested nor available for work (not in Labour Force).

Those who are in the labour force can be further classified as below:

- (a) Working or work assured but not yet started work.
- (b) Not working:
 - (i) Able to work and actively seeking work; and
 - (ii) Able to and interested in work though not actively seeking work.

Those not in labour force will include the following categories of persons:

- (a) Mainly looking after own household duties (housewives/homemakers), not persons who help with household chores or looking after children;
- (b) Full-time students;
- (c) Not able to work (disabled, too old, invalids);
- (d) Pensioners (only those solely living on pensions);
- (e) Persons living only on rental incomes, past savings, interest, inheritance gambling income, etc.; and
- (f) Others, who are neither interested nor available for work, such as beggars, vagrants, prisoners, etc.

5.6.1 Working For Pay or Profit

We define a person as working if he or she performed some work for pay or profit. Payment may be either in cash, in the form of goods or services or in any combination of these.

Examples:

- (a) A person employed by someone on fixed monthly income or weekly or daily wages.
- (b) A person who is paid by an employer on the basis of piece work.
- (c) A person running his/her own business such as a marketeer, a hawker, a cobbler, a tinsmith, a bottle-store operator, a grocery/store owner, etc.
- (d) Two (or more) partners running a business.
- (e) A farmer who tills his/her own farm, with or without the help of other persons.
- (f) A farm labourer who is paid partly in cash and partly in terms of farm produce.
- (g) A person who works in a hotel and gets his wages partly in cash and partly in terms of board and lodging.
- (h) Some students manage to find a job during school holidays and might be working during the reference period. These should be classified as working.

Persons who had a job and would normally have worked for pay or profit or return in kind but were:

- (f) Prevented from working by temporary illness, bad weather, industrial dispute such as a strike or a lock-out, on suspension and;

- (g) All persons who had got a new job but had not yet reported for work, are to be classified as working.

A person will be classified as working if he/she did any work for pay, profit, or family gain any time during the preceding week for a period equal to at least one working day. By 'preceding week' we mean seven days immediately before the day of enumeration.

For people in agricultural and allied operations the following activities will constitute work during the preceding week for a period equal to at least one working day:

- (a) Agriculture: Growing of crops, fruits and vegetables, and raising of poultry and livestock.
- (b) Fishing and hunting.
- (f) Forestry: Collecting or cutting wood, charcoal burning, gathering of honey and beeswax from trees, gathering of mushrooms, caterpillars, etc, and collecting wild fruits, etc for sale.

Persons (housewives/homemakers) doing only household duties of looking after their own families are not to be regarded as working. Therefore, do not include housewives/homemakers who do not have paid employment or who do not work regularly in a family business or on a family farm as working. However, if a housewife/homemaker is having paid employment or works on a family farm or a family business, he/she is then to be regarded as working. Similarly, a housewife/homemaker who looks after another family and is paid for his/her work in cash or kind is to be regarded as working.

5.6.2 Seasonality

There are instances when we find people engaged in seasonal work. Seasonal work refers to a seasonal activity such as tilling the land.

5.6.3 Worked - paid non seasonal

This refers to persons who, during the reference period, performed some work for a wage or salary, in cash or in kind. The work referred to in this category is not seasonal but done throughout the year.

5.6.4 Worked - unpaid non-seasonal

This refers to persons who, during the reference period, performed non seasonal work, without a wage or salary.

5.6.5 Worked - paid seasonal

This refers to persons who performed seasonal work for a wage or salary during the reference period.

5.6.6 Worked - unpaid seasonal

This refers to persons who performed seasonal work without a wage or salary.

5.6.7 On Leave

This refers to persons who had a job and would normally have worked for pay or profit or return in kind but were on paid or unpaid vacation or study leave.

5.6.8 Unpaid Work On Household Holding Or Business

This refers to persons who worked without pay during the reference period on a household holding or business.

5.6.9 Unemployed And Seeking Work

This refers to persons who took steps to seek paid employment or self employment during the reference period. This will include people who:

- (a) Registered at an employment exchange;
- (b) Went to possible employers to ask for a job;
- (c) Wrote a letter or applied for a job;
- (d) Asked friends, relatives, neighbours, etc. to help them find a job; and
- (e) Made any effort to start business e.g. opening a market stall or clearing a piece of land say for an agricultural activity.

5.6.10 Not Seeking Work But Available For Work

This refers to persons who were not working but would like to have a job. These persons are not sure that there is any job available, or who imagine that they are over qualified, or who just say "Where can I get employment?"

5.6.11 Full Time Housewife/Homemaker

This refers to persons who are engaged in household duties in their own home; and not persons who help with household chores or looking after children.

5.6.12 Full-Time Students

This refers to persons of either sex not classified as usually economically active who attended any regular educational institution, public or private, for systematic instruction at any level of education during the reference period. Also note that those who are on holiday at enumeration time but attend an educational institution regularly are to be recorded as full time students.

5.6.13 Not Available For Work For Other Reasons

This refers to people who were not seeking work and were not housewives or homemakers during the reference period. This includes those who are sick, disabled, retired and also those who may not want to work, beggars, prisoners, vagrants, gamblers, etc.

P - 23: What Was.....Mainly Doing In The Last 7 Days?

Under this question you have to determine the economic activity category to which the person belongs. The reference period in this question is the last 7 days and all persons who will fall under categories 1, 2, 3, up to 8 will be treated as the currently economically active population (Labour Force), while those falling under categories 9, 10 and 11 will be treated as being outside the labour force.

P - 24: What Has Mainly Been Doing in the last 12 months?

Under this question the reference period is the last 12 months, thus, persons who will fall under these categories (i.e. worked paid non seasonal, worked unpaid non seasonal, worked paid seasonal, worked unpaid seasonal, on leave, unpaid work on a household holding or business and unemployed and seeking work) will be regarded as the "Usually Economically Active Population". The difference between P-23 and P-24 is the reference period.

Since this reference period of 12 months will be vital in capturing persons in agricultural and allied operations, the following examples are important in pinpointing such persons:-

- (a) Did you undertake any regular agricultural work on your own or your family's farm during this agricultural season?
- (b) Did you work as a farm-hand during this agricultural season?
- (c) Were you engaged for pay, profit or family gain mainly in fishing, hunting, charcoal burning, wood cutting, gathering mushroom or caterpillars, collecting wild fruits, etc. since1999?

All those who answer 'Yes' to any of these questions will be considered as working and therefore, you should shade appropriately in the questionnaire.

All respondents who answer 'No" to any of these questions, that is, those who were not working, are not supposed to have any Employment Status, Occupation or Industry. Therefore, you are supposed to skip to P - 28 (Marital Status).

P - 25 Employment Status in the last 12 months

This question is to be asked only of those persons who were considered working in P-24. Shade the provided appropriate space.

By Employment Status we mean that a person is self-employed, employs others, is employed by someone or works on the family farm in the family business without actually being paid. All these terms are further explained below.

The Employment Status will be determined by the status of the person during the reference period. If a person worked on more than one job during the reference period, then the Employment Status of that person will be determined according to the job on which he/she spent more time. For example, if a person was employed in a garage as a mechanic for 7 months (as an employee), but drove his/her own car as a taxi driver (self employed) for 5 months, then he/she will be classified as an employee. If he/she was an employee in the garage for 6 months and drove the taxi for 6 months i.e. the time spent in different jobs being the same, then you will determine his status on the basis of the job from which he/she received more income.

5.6.16 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. For such a person, shade the first box for Employment Status (P-25).

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.
- (e) 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.

A person who is assisted by family members who are not paid any wages or salaries is not an employer as his/her family members are unpaid family workers. Such a person should be classified as self-employed. On the other hand, if a person pays wages or salaries to the family member(s) who runs their business, then he/she is an employer and the family member(s) will be classified as an employee(s).

Only those employing others to help run their business or farm will be classified as employers. Those employing domestic servants or security guards, etc., for looking after their household properties are not to be classified as employers unless they also employ someone for the sake of their business operations. Do not classify salaried managers of large companies which they do not own as employers. Similarly, personnel officers and other senior officials of companies, parastatal organisations and Government departments are themselves employees who get salaries. Since they do not own the companies, etc., they are not to be classified as employers.

5.6.17 Employee -Wage and Salary Earner

Shade the second box for persons who worked for others for a wage or salary which may be paid to them in cash or kind or partly in cash and partly in-kind. Salesmen/salesladies who worked for commission are also to be classified as employees.

Examples of Employees:

- (a) A shop assistant;
- (b) A bartender (not the bar owner);
- (c) A carpenter working for a contractor;
- (d) A mine::;
- (e) A manager of a firm;
- (f) A mechanic working for pay in a garage;
- (g) All Government workers and employees of parastatal and private organisations from an Office Orderly right up to the Secretary to the Cabinet, Managing Directors, etc, are employees;
- (h) Ministers and other Members of Parliament having public funds as their main source of income will be considered as employees. Similarly, Chairperson of Service Commissions, and Chairperson of Parastatal Organisations will be treated as employees.

5.6.18 Self-Employed

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

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

Examples of Self-employed Persons:

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

5.6.19 Unpaid Family Worker

Shade the fourth box for persons who normally assist in the family business or farm, but do not receive any pay or profit for the work so performed.

P - 26 Occupation

Occupation refers to the type of work done during the reference period by the person employed irrespective of the industry or the status of employment in which the person should be classified.

For each worker, write the occupation during the reference period, then enter the appropriate code in the boxes provided. The detailed list of occupations with their codes is given in Appendix 10. If a person was involved in two or more occupations at the same time, enter the occupation in which he/she spent the larger part of the working time.

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

Examples:

Carpenter	Town Clerk	Messenger	Stock Assistant
Car driver	Radio Mechanic	Farm Labourer	School teacher
Accounts clerk	Mine gang boss	Personnel Officer	Plumber

Avoid entering a term that implies greater skill or responsibility than is really involved in the job. Do not enter "Engineer" for someone who is actually a Draughtsman, or "Accountant" for a Book-Keeper, or "Brick-Maker" for someone who only mixes mortar and hauls bricks.

P - 27 Industry

Industry refers to the activity of the establishment in which an employed person worked during the reference period established for data on economic characteristics.

For each worker, write the name of the industry in which he/she worked during the reference period. If he/she was employed in more than one industry, then enter the industry which relates to the occupation already recorded. If he/she had the same occupation in different industries, then write the current industry in which he/she working.

A person with a certain skill can work in any industry where the skills are required. In such a situation, industry classification will depend on the industry in which he/she is actually employed.

Examples:

A Carpenter May Work in:	His/her Corresponding Industry Classification Is:
(a) A Furniture Workshop	Furniture Manufacturing
(b) A Building Construction Company	Construction
(c) Zambia Railways	Transport

Many enterprises have several functions and in such a case, the industry should relate to the functions of the establishment where the respondent is closely associated.

Example:

	Functions	Industry
Bonnita:	Prepares Milk Sells Milk to Retailers	Food manufacturing Wholesale Trade
Bata Shoe Company:	Manufactures Shoes Sells Shoes	Manufacturing of Footwear Retail Trade

Write the category of Industry which a person is mostly associated with during the reference period.

Some difficulty may be experienced in identifying the industry of persons who move frequently from job to job or do odd jobs. Remember that what is wanted is the Industry of the current job, even if that job started only a day or two ago.

There is no Industry called "Service". For example, if someone is working as a Teacher/Lecturer he/she is in Education Industry. Such a person provides a service, but the Industry is not service. A retired Soldier employed as a Security Guard at Zambia Breweries is not in Security Services but working in a "Brewing Industry". But someone employed by Security Company e.g. Anderson Security, assigned to guard Zambia Breweries, is in "Security Services" (See Appendix 11 for a list of industries).

5.7 MARITAL INFORMATION

P - 28 What is your marital status?

This question will be asked of all persons 12 years and older. Please, shade the appropriate response.

5.7.1 Married

Marriage is any permanent living arrangement between a man and woman to live together. This includes church marriages, other religiously approved unions, civil registration at a Boma or other civil ceremony that has been performed, and the man and woman are living as husband/wife at present. These are to be recorded as married and the first box should be shaded.

5.7.2 Separated

A man or a woman who is separated, but not legally (Civil or Customary) divorced from his/her partner, and has no other wife/husband now. Shade the second box provided.

5.7.3 Divorced

A man/woman permanently separated from the spouse and has no other spouse now will be included under this category.

5.7.4 Widowed

A man or woman whose partner died and has no wife/husband at present.

5.7.5 Never Married

Never married category refers to those who have never been in any marital union (marriage).

5.7.6 Living Together/Cohabiting

Living together or cohabiting 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.

5.8 FERTILITY: FOR FEMALES 12 YEARS AND OLDER

You are about to start a new topic so you have to prepare the respondent by informing her that you are now going to ask her questions about children and child bearing. Remember these are questions to be asked of female adults and not for husbands to answer for their wives, except where it is inevitable. Questions on fertility are to be asked only of those females who are 12 years and older and they involve only their own children.

P-29: Live Births

This is a child who, after being delivered showed signs of life, like crying, movement by involuntary reflexes, etc. If a child never showed any of these actions when it was born, then it was not a live birth. Married females tend to leave out children from earlier marriages. These are also supposed to be included for all the questions. Shade first box for YES and the second for NO. If the answer is NO, skip to Question P-33.

P-30: Of The Children Born To You Alive How Many....?

The number of male and female children ever born alive to this female is to be recorded separately in three different categories. These are.

- (a) Still living and still at home with the respondent (i.e staying in the same household with the respondent);
- (b) Still living but staying with some other households" e.g other relatives, married off, in institutions etc.; and
- (c) Those who have since died (regardless of whether the death took place just after or much later in life).

If a woman is visiting, then the question of "still living with you" should be asked with respect to her usual place of residence. That is about children she normally stays with. Enter the number of children as reported by sex in two digits e.g. if 1 male child is living with her shade 0 in the first column and 1 in the second column under male. If the answer is none, enter 00 and shade the 2 zeros in the two columns. Never leave a column blank.

P-31: Did you have any Live Birth Since August, 1999?

This question is only asked to females 12-49 years of age. Do not ask this question to females 50 years and older since it will be embarrassing. Shade appropriately. The question is similar to P-29 except that this time we are trying to find out if the female had a live birth in the "last 12 months".

P - 32 Of the Children Born to you alive.....?

The number of male and female children born alive to this female in the last 12 months is to be recorded separately in three different categories. These are:

- (a) Still living and still at home with the respondent (i.e staying in the same household with the respondent);
- (b) Still living but staying with some other households" e.g other relatives, in institutions etc.; and
- (c) Those who have since died (regardless of whether the death took place just after or much later in life).

If a woman is visiting, then the question of "still living with you" should be asked with respect to her usual place of residence. That is about children she normally stays with. Enter the number of children as reported by sex in two digits e.g. if 1 male child is living with her shade 0 in the first column and 1 in the second column under male. If the answer is none, enter 00 and shade the 2 zeros in the two columns. Never leave a column blank.

5.9 NATIONAL REGISTRATION AND ELECTORAL QUESTIONS

Questions in this section are to be asked to all persons 16 years and older. This is a new topic and you have to inform the respondent that you are now going to ask him/her about the national registration.

P-33: Do you have a Zambian National Registration Card?

Find out whether the respondent has a Zambian National Registration Card. Note that the Registration cards referred to here are both the green and pink cards issued by the Zambian Government. Shade appropriately according to the response given.

P-34: Are you a Registered Voter?

Find out whether the respondent is a registered voter. Note that the Registration Cards referred to here are both the green and pink card. Shade appropriately according to the response given.

CHAPTER 6

MAP INTERPRETATION AND UPDATING

6.0 DESCRIPTION OF A MAP

A map shows part or all the earth's surface. Generally, it is a representation of what would be seen from some point above the surface of the ground. It attempts to give that appearance of a flat (plane) view of a particular area. It is a simplified representation of the real world; therefore not everything that exists in the real world is shown on a single map. Certain things are selected and emphasised; others are ignored, eliminated, or not emphasised.

Natural and man-made features found on the surface of the earth are represented on the map by symbols. The choice of features to be represented by symbols and the size of the area to be mapped depend on the purpose for which the map is prepared. For census maps the features and symbols used are there to help the enumerator identify locations where people reside and the boundaries of their work area. These maps are highly generalised.

6.1 NEED FOR MAPS IN CENSUSES

To carry out a successful census there is need to have adequate and up-to-date maps. The main objective of the census is to provide data that are accurate, timely and useful. Maps are tools which help make this three fold objective attainable. For census enumeration, good maps are needed at the following stages of the census project;

- (a) **Planning Operations:** maps are needed to set up enumerators' assignments, estimate travel time and cost and establishing field offices (camping sites). When choosing a camping site the supervisor should ensure that such a site is accessible in terms of transportation and communication.
- (b) **Data Collection:** maps of appropriate size and detail are needed to assure complete coverage of an area without omission and duplication, determining the best route of travel to and within the enumeration area, measure distances and to enable the field staff locate an enumerator.

What this means therefore, is that without maps, there is risk of duplication or omission of areas covered in the census, thus leading to inaccurate results and wrong decisions by policy makers.

6.2 TYPES OF MAPS USED DURING CENSUS ENUMERATION

Personnel involved in the field operations will use two types of maps; district master copies and standard enumeration area maps.

6.2.1 *District Master Copies*

This map will be used by the Master Trainer, Provincial Census Officers and the District Census Officers. This is a district map at a scale of 1:250,000 and gives a "bird's eye view" of the district as a whole. It shows major features such as roads, rivers, general terrain and other boundaries. Boundaries of individual Wards and Constituencies are shown on the map. It will assist the concerned officers to plan their routes of travel during supervision in the district.

With this map, the Master Trainer has a visual representation of the relative location of each of the wards and CSAs in his/her district. The Master Trainer can use this map to plan his/her travel

route to observe the Supervisor and review their work, identify places that may be hard to reach, and provide him/her with any material needs.

6.2.2 Standard Enumeration Area Map

An SEA is a sub-division within the CSA which constitutes your work area as an enumerator. Details such as villages, rivers, churches, houses, schools, railway lines, buildings, etc., are clearly shown on the map. The map will assist you to locate the enumeration area, identify your starting point and plan the best route of travel during canvassing. This is important in case your Supervisor would like to reach you in an emergency. Ideally, SEA boundaries should be clearly identifiable both on the map and on the ground and are shown as black dotted lines on the map. You should know your boundaries very well so that you do not cross into another SEA as doing so will result in duplications and omissions which will in turn affect the accuracy of the Census results.

6.3 MAP ELEMENTS

Symbols, legend and scale are the three most important map elements that an enumerator needs to understand. Others are how to measure distance, orienting your map and the use of a north arrow.

6.3.1 Symbols and Legends

Symbols used on the map are used to indicate certain features on the ground such as structures and roads, characteristics of the land scape and administrative boundaries. These may be in form of figures, lines or colours. All symbols used on maps are explained in the legend or key. A legend or key is a list of conventional signs and symbols which are used to depict and locate man-made features (roads, buildings, etc.) and natural features (such as rivers, hills, etc.). Their use and choice depends on the purpose and scale of the map. Most linear features on the map are shown as lines eg rivers and boundaries while point features are usually represented as dots or in form of a symbol that resembles the feature eg a hut for a village.

Understanding map symbols is essential for identifying boundaries, planning travel and locating landmarks so as to keep within your work area. In a population census, it should be emphasised that as an enumerator you must visit every structure or place where people live in the SEA, whether or not the structure is shown on the map.

6.3.2 Use of Scale

The scale of a map is the relationship between the distance on the map and the actual distance on the ground. The scale enables the map user to translate distances between points on the map into corresponding distances on the ground. By using a scale, the census staff can determine distances required for field checking the maps and for conducting enumeration. A scale is often expressed as a ratio, i.e. 1:4 which means that "one unit of measurement on the map will represent four of the same units of measurement on the ground".

Example:

2cm represent 1km. This means that 2 centimetres on the map corresponds to one kilometre on the ground. Alternatively, this may be expressed as a ratio scale, which will be 1:50,000. What this means is that 1 centimetre on the map relates to 50,000 centimetres on the ground. The logic of this may be illustrated thus:

2cm on the map	=	1 kilometre on the ground.
1 km	=	100.000cm on the ground
Therefore 1cm	=	100.000 divided by 2cm on the ground
	=	50.000cm on the ground.

Thus, giving a ratio (scale) of 1:50.000 can be interpreted in several ways e.g.:

1cm on the map	=	50.000cm on the ground
10mm on the map	=	500.000mm on the ground

The most common scale you will be using during your enumeration is the Graphic Scale. This shows the relationship of the distance between two points on the map and the distance between the same two points on the ground by use of a bar or a line. The Graphic Scale is always indicated on your SEA map. This enables you to determine distances within your work area.

6.3.3 *Measuring Distances*

Field personnel are often required to measure distances so that you can estimate travel time, more importantly determine how far your area boundary extends. The paper strip method is a fairly simple technique to measure distances on the map. The graphic scale is subdivided into uniform measures of equal units and to use it the procedure is as follows:-

- Let us suppose you want to measure the distance between villages A and B on your map. Take a straight edged piece of paper and lay it on the map so that the straight edge joins village A and B. On the paper strip, make a mark at village A and B. Place the paper just below the bar scale. The ground distance between village A and B can be read off from the scale.

In actual situations, roads and streets are not always straight. Therefore, to measure distance on curved roads the same procedure is followed and the distances between points on each leg (straight section) of the road are measured individually and then added to get the total distance. Read off the distance from the Graphic Scale. Start reading from the zero position and use the left side of the scale, which is subdivided into smaller units for fractions of kilometres.

Ordinarily, the enumerator can follow the direction and names of roads and streets and may not be concerned with distance. However, you will need to estimate distance when the SEA boundary lines are imaginary or when features have been added or have disappeared since the map was made. In all cases you must cover the land within the SEA lines as drawn on the SEA map.

6.3.4 *Map Orientation*

Upon arrival in the field you must orient your self with respect to your map. Lay the map flat on the ground so that the whole map and legend is visible. Always begin orientation at a major street, road intersection or bridge that you can easily identify both on the ground and map. During orientation the map should be held in such a way that major features are lined up (or oriented) parallel with the ground features.

Always turn the maps in the direction in which you are travelling. You must turn the map each time you change directions so that features on the map are always lined up in their correct relationships to the actual features on the ground. This ensures that you do not miss important roads or boundaries.

6.4.5 The North Arrow

In the field we locate the position of features in relation to each other in order to determine their direction. On the SEA map our reference system of direction and location is based on the North and South directions. These being the North and South poles. The North pole is also known as the Geographical North. On the SEA map you will find an arrow pointing in a certain direction. The direction to which this arrow points is the North. By locating the North on your map you know other cardinal points. South is opposite North, East to the right and West to the left.

6.5 IDENTIFYING A STANDARD ENUMERATION AREA

The most important feature of a SEA is the boundary. This will serve as a "fence" around your work area and will help you assure complete coverage. You should be able to recognise the boundaries and locate them accurately. In all cases the boundary is actually the middle of the street or road or any feature used as boundary; and as an enumerator you should not include houses or land on the side that is beyond the boundary.

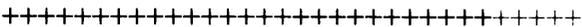
However, most administrative boundaries are imaginary. Using the map scale and measuring distance technique the distance of the imaginary line from some recognised land marks should be used in such cases. If still in doubt about the boundary, the enumerator should check with a knowledgeable local official. Steps to locate an imaginary boundary are explained below:

Township boundaries at main routes are usually marked by signs that may read "**WELCOME TO LUSAKA**". If there are no signs marking imaginary boundaries, use the following procedure:

- (a) Determine the nearest landmark on the map which you can locate with certainty such as an intersection of two roads or a stream.
- (b) Using the graphic scale, determine the distance from the landmark to the boundary.
- (c) Use any available measuring device to determine actual ground location of the boundary from the landmark.

Your supervisor will show you the boundaries of your SEA before you start canvassing in your area. He/she will also assist you in choosing the best route of travel that will ensure convenience and minimize delay.

The following symbols have been used for administrative and CSA/SEA boundaries on the census maps.

- 1. International: 
- 2. Province: 
- 3. District: 
- 4. Constituency: 
- 5. Ward: 
- 6. CSA: 
- 7. SEA: 

6.6 CANVASSING TECHNIQUES

Canvassing is a systematic search of an SEA one section at a time. It involves searching every block, street, road or lane for all places where people live or could live. A complete and systematic canvass of your area is essential to make certain that you locate every building and every housing unit in your work area. Designing your route of travel before you start work is very important. As an Enumerator, examine the area map carefully so that you develop a clear and efficient plan for canvassing. Your Supervisor will help plan your route. As far as possible, you should plan your travel to minimise "back tracking" (going back over the same road or streets). Always begin your canvass of your area at a starting point designated by your Supervisor. He/she will mark "X" or "Start" on your map at that point selected and will also indicate the direction of travel by directional arrows. However, he/she may not plan the entire route: it is up to you to plan a systematic route for the rest of the SEA from the starting point.

As an initial step divide the SEA into sections, if possible. In urban areas the SEA can be divided into blocks while in rural areas the section would follow roads, streams etc. If you are in an urban area, canvass a block or square at a time. Do not go back and forth cross streets. Begin each block at a convenient corner and proceed clockwise around the block until you reach your starting point. As you canvass in a clockwise direction, you should enumerate households on your right. Tick off each completed block on your map.

For rural areas you will have to canvas road by road. You should turn off from main roads to canvass every side of the road, path or lane, except when such is used as an SEA boundary, as you come to them as such roads/paths may lead you to places where people live. In rural areas there are many houses which can not be seen from the road, and there may be no visible clues to indicate their location. Make it a practice to always ask about neighbours at each household, and find out exactly where they live (especially in rural areas). Ask the respondent to point out on your map the approximate locations of closest neighbours and other villages.

In rural SEAs, you may encounter obstacles to your planned route of travel. These obstacles may include natural features such as swamps, rivers, deep valleys or mountains. Most obstacles of this type are essentially permanent and may be shown on your census map. When planning your route of travel you should take into account such difficult areas and find the best way around them.

6.7 MAP CORRECTIONS

Maps of the SEA may be out-of-date, or may contain incorrect information about specific ground features. As an enumerator you are responsible for making corrections on your SEA map. Map correction is an important and basic part of your census job. The following are some of the cases that may need map updating:

- (a) **Errors or Changes in Names:** If you encounter an error in structure names, first verify that you have located the correct features on the map. If you have, then check with knowledgeable persons whether the feature (eg. street) has been renamed. If it has been renamed, cross out the name on the map and enter the new name accurately and legibly. The same applies to village names.
- (b) **Features Existing on the Map but not Found on the Ground:** You may find streets or landmarks on your maps that do not exist on the ground. Carefully cross them out using an "X". Do not cross them out completely.

Example:

- (i) **Line Features:** ~~— X X X X —~~ ; Road no longer exists.
- (ii) **Point Features:** ~~⊗~~ ; Village not found on ground.
- (iii) **Name:** (Old name) (New name)
~~Mufwasha~~ Mwampatisha

(c) **Road/River Names:** Roads and rivers may have names that the local people use in preference to the gazetted ones. In order to assist subsequent enumerators, who will be returning to the same area, write the local road or river name on the map without deleting the name on the map that may be gazetted.

6.8 CARE FOR MAPS

You, as an Enumerator are responsible for the care of your map. You must return it to the Statistical Office along with the questionnaires and census forms. The map is an important part of the record of the census and will also be put to use at a later time.

Maps are best preserved if they are not folded but rolled. Should you fold the map it should be folded and refolded in exactly the same way each time so that it remains a neat package. Protect the map from bad weather, such as long exposure to direct sunlight and do all writing in pencil and not pen. If the map is torn repair it as soon as possible, so as not to worsen the problem. A strong transparent tape can be applied to the back of the map.

6.9 GEOGRAPHICAL CODING SCHEME

To process and tabulate Census results by geographic areas, a complete geographical identification scheme is necessary. The geographical scheme is so designed to enable us uniquely identify geographical areas at various levels for which the data are to be reported. Tying CSAs and SEAs to each of these areas in a systematic manner helps in deriving precise data aggregates of the areas without errors of omission or duplication. The coding scheme should therefore be exhaustive and comprehensive to include all area units adopted for both data collection and reporting. In this way, data are correctly assigned to the administrative areas to which they belong.

Geographically, Zambia has 9 provinces, and each province is divided into districts. The district is divided into Constituencies that are further divided into Wards. The enumeration areas are demarcated within the wards and grouped into CSAs. The codes 1 or 2 identify the enumeration area as either rural or urban. The coding system adopted by the CSO is based broadly on the order of the administrative hierarchy described above.

The geographic order is as illustrated below:

ORDER	LEVEL
1st.....	Province
2nd.....	District
3rd.....	Constituency
4th.....	Ward
5th.....	Region - Rural/Urban
6th	CSA
7th.....	SEA

Since there are less than 10 provinces in the country, the province has been assigned one digit and the district three digits within a province. Districts are alphabetically listed in each province, and are serially numbered. The first digit identifies the province in which that district is. The constituency has three digits while the Ward has two digits and the CSA is assigned two digits. The SEA is assigned one digit because the maximum number of SEAs in a CSA does not exceed 9.

On the 1: 50,000 scale map the top left hand corner will have the Republic of Zambia as the main heading informing us that the map covers a part of the Republic of Zambia. CSO/2-207/031-03/1-02 is the main geographical code and tells us the following information:

- (a) CSO Central Statistical Office.
- (b) 2-207 Province and District.
 - (i) 2 - the second province in Zambia (in alphabetical order), i.e, Copperbelt.
 - (ii) 207 - the 7th district in Copperbelt Province (in alphabetical order), i.e. Masaiti.
- (c) 031-03 Constituency and Ward number.
 - (i) 031 Masaiti Constituency.
 - (ii) 03 for Ward number 03 in the Constituency.
 - (iii) 1 for the rural classification.
- (d) 02 for CSA number 02 in the Ward.

6.10 SUMMARY

To effectively use the Census map both the Supervisor and Enumerator should have certain basic skills. These include not only the sense of direction (north, east, south, west) but also ability to:

- (a) Read a map and follow map features.
- (b) Understand written instructions.
- (c) Perform basic arithmetic computations relative to estimating distances.
- (d) Write legibly.

You should also understand the geography hierarchy of the country as this is important for coding and census data reporting and aggregation. The map on the next page is a good example of testing one's ability to interpret a map. Attempt to interpret it by answering the questions that follow.

MAP READING

Read each question carefully and enter your answer in the space provided (or on the map)

LEGEND

- All weather road
- Trail
- River
- Stream
- Railroad
- Bridge
- House

N

SCALE

1. You are instructed to work in an area shown on the above map. The boundaries of your area are as follows:
 - northern boundary - Rayco Street
 - eastern boundary - River Road
 - southern boundary - Ting Street
 - western boundary - Route 12
 - a. On the map, draw a line down the middle of the streets or roads that form the boundaries of your area..... ANSWER (on map)
 - b. How many blocks are in your area?..... ANSWER _____
 - c. There is a house on the southeast corner of River Road and High Street (indicated by ■). Is this house in your work area?..... ANSWER _____
 - d. On the map, draw arrows (→) to indicate the direction of travel you would take if you walked by the shortest route from the intersection of Route 8 and Dell Road to the intersection of Route 12 and High Street..... ANSWER (on map)
2. How many bridges are there east of Route 12?..... ANSWER _____
3. One centimeter on the map represents 100 meters on the ground. If Point A on the map is 3½ centimeters from Point B, what is the actual (ground) distance from Point A to Point B?..... ANSWER _____
(meters)
4. A man on a bicycle rode 60 kilometers in 5 hours. On the average, how many kilometers did he ride in 1 hour?..... ANSWER _____
(kilometers)

APPENDIX 1

CODES OF PROVINCES AND DISTRICTS

PROVINCE	DISTRICT	CODE
✓ CENTRAL		1
	Chibombo	101
	Kabwe	102
	Kapiri Mposhi	103
	Mkushi	104
	Mumbwa	105
	Serenje	106
✓ COPPERBELT		2
	Chililabombwe ✓	201 ✓
	Chingola ✓	202 ✓
	Kalulushi ✓	203 ✓
	Kitwe ✓	204 ✓
	Luanshya	205
	Lufwanyama	206
	Masaiti	207
	Mpongwe	208
	Mufulira	209
	Ndola	210
✓ EASTERN		3
	Chadiza ✓	301
	Chama	302
	Chipata	303
	Katete	304
	Lundazi	305
	Mambwe	306
	Nyimba	307
	Petauke	308
✓ LUAPULA		4
	Chienge	401
	Kawambwa	402
	Mansa	403
	Milenge	404
	Mwense	405
	Nchelenge	406
	Samfya	407
✓ LUSAKA		5
	Chongwe	501
	Kafue	502
	Luangwa	503
	Lusaka	504

 NORTHERN

	6
Chilubi	601
Chinsali	602
Isoka	603
Kaputa	604
Kasama	605
Luwingu	606
Mbala	607
Mpika	608
Mporokoso	609
Mpulungu	610
Mungwi	611
Nakonde	612

 NORTH-WESTERN

	7
Chavuma	701
Kabompo	702
Kasempa	703
Mufumbwe (Chizera)	704
Mwinilunga	705
Solwezi	706
Zambezi	707

 SOUTHERN

	8
Choma	801
Gwembe	802
Itezhi-tezhi	803
Kalomo	804
Kazungula	805
Livingstone	806
Mazabuka	807
Monze	808
Namwala	809
Siavonga	810
Sinazongwe	811

 WESTERN

	9
Kalabo	901
Kaoma	902
Lukulu	903
Mongu	904
Senanga	905
Sesheke	906
Shang'ombo	907

APPENDIX 2

CODES FOR CONSTITUENCIES BY PROVINCE

CENTRAL PROVINCE

001	CHISAMBA
002	KATUBA
003	KEEMBE
004	BWACHA
005	KABWE
006	KAPIRI MPOSHI
007	MKUSHI NORT
008	MKUSHI SOUTH
009	MUMBEZHI
010	MUMBWA
011	NANGOMA
012	CHITAMBO
013	MUCHINGA
014	SERENJE

COPPERBELT PROVINCE

015	CHILILABOMBWE
016	CHINGOLA
017	NCHANGA
018	KALULUSHI
019	CHIMWEMWE
020	KAMFinsa
021	KWACHA
022	NKANA
023	WUSAKILE
024	LUANSHYA
025	ROAN
026	KANKOYO
027	KANTANSHI
028	MUFULIRA
029	KAFULAFUTA
030	LUFWANYAMA
031	MASAITI
032	MPONGWE
033	BWANA MKUBWA
034	CHIFUBU
035	KABUSHI
036	NDOLA

EASTERN PROVINCE

037	CHADIZA
038	VUBWI
039	CHAMA NORTH
040	CHAMA SOUTH
041	CHIPANGALI
042	CHIPATA
043	KASENENGWA
044	LUANGENI
045	MILANZI
046	MKAIKA
047	SINDA
048	CHASEFU
049	LUMEZI

050	LUNDAZI
051	MALAMBO
052	NYIMBA
053	KAPOCHE
054	PETAUKE
055	MSANZALA

LUAPULA PROVINCE

056	KAWAMBWA
057	MWANSABOMBWE
058	PAMBASHE
059	BAHATI
060	CHEMBE
061	MANSA
062	CHIPILI
063	MAMBILIMA
064	MWENSE
065	CHIENGE
066	NCHELENGE
067	BANGWEULU
068	CHIFUNABULI
069	LUAPULA

LUSAKA PROVINCE

070	KAFUE
071	FEIRA
072	CHILANGA
073	CHONGWE
074	RUFUNSA
075	CHAWAMA
076	KABWATA
077	KANYAMA
078	LUSAKA CENTRAL
079	MANDEVU
080	MATERO
081	MUNALI

NORTHERN PROVINCE

082	CHILUBI
083	CHINSALI
084	SHIWA-NG'ANDU
085	ISOKA EAST
086	ISOKA WEST
087	NAKONDE
088	CHIMBAMILONGA
089	KAPUTA
090	KASAMA
091	LUKASHA
092	MALOLE
093	LUBANSENSHI
094	LUPOSOSHI
095	MBALA
096	MPULUNGU
097	SENGA HILL

- 098 KANCHIBIYA
- 099 MFUWE
- 100 MPIKA
- 101 LUNTE
- 102 MPOROKOSO

NORTH-WESTERN PROVINCE

- 103 CHAVUMA
- 104 KABOMPO EAST
- 105 KABOMPO WEST
- 106 KASEMPA
- 107 MUFUMBWE
- 108 MWINILUNGA EAST
- 109 MWINILUNGA WEST
- 110 SOLWEZI CENTRAL
- 111 SOLWEZI EAST
- 112 SOLWEZI WEST
- 113 ZAMBEZI EAST
- 114 ZAMBEZI WEST

SOUTHERN PROVINCE

- 115 CHOMA
- 116 MBABALA
- 117 PEMBA
- 118 GWEMBE
- 119 DUNDUMWENZE
- 120 KALOMO
- 121 KATOMBOLA
- 122 MAPATIZYA
- 123 LIVINGSTONE
- 124 CHIKANKATA
- 125 MAGOYE
- 126 MAZABUKA
- 127 BWEENGA
- 128 MONZE
- 129 MOOMBA
- 130 ITEZHI-TEZHI
- 131 NAMWALA
- 132 SIAVONGA
- 133 SINAZONGWE

WESTERN PROVINCE

- 134 KALABO
- 135 LIUWA
- 136 SIKONGO
- 137 KAOMA
- 138 LUAMPA
- 139 MANGANGO
- 140 LUKULU EAST
- 141 LUKULU WEST
- 142 LUENA
- 143 MONGU
- 144 NALIKWANDA
- 145 NALOLO
- 146 SENANGA
- 147 SINJEMBELA
- 148 MULOBEZI
- 149 MWANDI
- 150 SESHEKE

APPENDIX 3

CODES FOR WARDS BY PROVINCE

PROVINCE/DISTRICT	CODE	WARD NAME
CENTRAL PROVINCE		
Chibombo District	01	Muswishi
	02	Chamuka
	03	Liteta ✓
	04	Chisamba
	05	Chaloshi
	06	Chibombo
	07	Chikobo
	08	Kakoma
	09	Kalola
	10	Mashikili
	11	Keembe
	12	Katuba
	13	Chunga ✓✓
	14	Mungule ✓
	15	Muchenje
	16	Kabile
	17	Chitanda
	18	Ipongo
	19	Chikonkomene
	20	Lunjofwa
Kabwe District	01	Kalonga
	02	Mpima
	03	Luangwa
	04	Highridge
	05	Justine Kabwe
	06	David Ramushu
	07	Njanji
	08	Chirwa
	09	Luansase
	10	Nakoli
	11	Kaputula
	12	Waya
	13	Chililalila
	14	Moomba
	15	Makululu
	16	Ben Kapufi
	17	Kawama
	18	Munga
	19	Munyama
	20	Muwowo
	21	Bwacha
	22	Chimanimani
	23	Ngungu
	24	Zambezi
	25	Kang'omba
Kapiri-Mposhi District	01	Ngambwe
	02	Mukubwe
	03	Lwanchele
	04	Chipepo
	05	Mpunde ✓
	06	Chibwelelo
	07	Kapiri Mposhi
	08	Mushimbili
	09	Lunchu
	10	Chang'ondo
	11	Kakwelesa
	12	Kampumba

Mkushi District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Upper Lusemfwa Chalata Chibefwe Mushibemba Nkumbi Musofu Tembwa Nshinso Kalwa Chikanda Munda Kamimbya Mwalala Chipaba Ching'ombe
Mumbwa District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Nampundwe Makombwe Milandu Kalundu Chabota Kapyanga Chisalu Choma Nalubanda ✓ Myooye Nambala Chibolyo Shimbizhi Nangoma Nakasa Mumba ↙ Mupona Mpusu Kalyanyembe Nalusanga
Serenje District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Lulimala Chipundu Luombwa Chalilo Ng'answa Musangashi Muchinda Muchinka Chitambo Mailo Kanona Kabamba ✓ Ibolelo Masaninga Chibale Sancha Lukusanshi Chisomo Kabansa Serenje

COPPERBELT PROVINCE		
Chililabombwe District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Kafue Mvula Mathew Nkoloma Silwizya Helen Kaunda James Phiri Chitimukulu Yeta Ngebe Kamima Nakatindi Mukuka Yotamu Muleya Joseph Mwilwa Mumba Anoya Zulu Kawama Chitambi Kakoso Chilimina
Chingola District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Kapisha Kabundi Kasala Buntungwa Nsansa Sekela Nchanga Kwacha Chingola Chiwempala Kabungo Chitimukulu Maiteneke Chabanyama G. Chifwembe Twatasha Chikola Lulamba Kasompe Mimbula Musenge Kalilo Ipafu Muchinshi Mutenda
Kalulushi District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Remmy Chisupa Kankonshi Buseko Chibuluma Kalengwa Ngweshi Kafue Luapula Dongwe Kalungwishi Lubuto Kalanga Ichimpe Mwambashi Lukoshi Lulamba Chambishi Musakashi Chembe Chati

Kitwe District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Itimpi Kawama Twatasha Buntungwa Chimwemwe Lubuto Bupe Ndeke Kafue Kamfinsa Lubwa Riverside Ipusukilo Bulangililo Kwacha Buchi Parklands Rokana Mukuba Miseshi Mindola Wusakile Chibote Chamboli Luangwa
Luanshya District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Kawama Chilambula Buntungwa Chitwi Fisenge Twashuka Mipundu Zambezi Levi Chito Mikomfwa James Phiri Buteko Mpelembe Kafubu Nkoloma Lumumba Kafue Mulungushi Justine Kabwe Mpatamatu Nkulumashimba Baluba Kansengu Miluashi Ngebe
Lufwanyama District	01 02 03 04 05 06 07 08 09 10 11 12 13 14	Mushingashi Kabundia Boso Kansoka Lufwanyama Kafubu Mpindi Chibanga Sokontwe Bulaya Mwelushi Mukombo

Mufulira District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Kafue Kansuswa Kawama Kasempa Hanky Kalanga Kamuchanga Chachacha Buntungwa John Kampengele Bwananyina Mutundu Francis Mukuka Maina Soko David Kaunda Bwafwano Mulungushi Shinde Bwembya Silwizya Lwansobe Kwacha Butondo Fibusa Mpelembe Minambe Murundu
Masaiti District	01 02 03 04 05 06 07 08 09 10 11 12 13	Mwatishi Majaliwa Mutaba Chondwe Miengwe Ishitwe Chinondo Kashitu Mishikishi Lumano Katuba Shimibanga Miputu
Mpongwe District	01 02 03 04 05 06 07 08 09 10 11 12	Kalweo Ibenge Kanyenda Kasamba Mpongwe Chowa Kashiba Munkunpu Musofu Ipumbu Kasonga Luswishi

Ndola District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Kanseshi Nkwazi Yengwe Chipulukusu Kanini Itawa Kafubu Skyways Masala Kaloko Kabushi Mukuba Lubuto Kantolomba Toka Mushili Munkulungwe Kavu Chichele Twapia Kawama Kamba Chifubu Fibobe Pamodzi
EASTERN PROVINCE Chadiza District	01 02 03 04 05 06 07 08 09 ✓ 10 11 12 ✓ 13 14 15 16 17 18 19 20	Mangwe ✓ Naviluri Chilenga Chamandala Kampini Ambidzi Taferansoni Kabvumo Kandabwako Chadiza Nsadzu Manje Khumba Mwangazi Mbozi Vumbwi Chisiya Mlawe Dzodwe Chadzombe
Chama District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Mapamba Chilenje Vilimukulu Lunzi Lumezi Chibungwe Bazimu Mabinga Mwalala Kamphemba Mphalansenga Kalinkhu Manthepa Mbazi Ndunda Chisunga Luangwa Mazonde Muchinga Chipala

Chipata District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Nsingo Mankangila Mkhova Chikando Kazimule Chingazi Makungwa Ngongwe Kwenje Mboza Chiparamba Sisinje Nthope Kasenga Msandile Rukuzye Chipangali Msanga Kanjala Dilika
Katete District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Kafumbwe Kazala Milanzi Kapoche Kamwaza Nchingilizya Chindwale Kapangulula Luandazi Dole Chimwa Mphangwe Chavuka Chiwuyu Kadula Sinda Mnyamanzi Nyamasonkho Mng'omba Kasangazi Vu!amkoko Chimtende Mkaika Matunga Mwandafisi
Lundazi District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Diwa Kamimba Chamtowa Wachitangachi Kazembe Lumimba Lukusuzi Chibande Lunewa Nthitimila ✓ Chimaliro Chilola Msuzi Mnyamazi Ndonda Vuu Chaboli Membe Nkhanga Kapilisanga Luwerezi Susa Magodi Manda Hill Kajilime

Nyimba District	01 02 03 04 05 06 07 08 09 10 11 12	Chinsumbwe Katipa Vizimumba Ngozi Lwezi Nyimba Kaliwe Chiweza Mombe Chamilala Chinambi Luangwa
Petauke District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Kapoche ✓ Chingombe Mwangaila Matambazi ✓ Kaumbwe ✓ Manjazi Manyane ✓ Msumbazi ✓ Ongoliwe ✓ Kovyane Mbala Chilimanyama Nvika Nsimbo Nyakawise Mateyo Singozi Mawanda Lusangazi Chisangu
Mambwe District	01 02 03 04 05 06 07 08 09 10 11 12 13	Nsefu Jumbe Chipapa Mphomwa Chikowa Mnkhanya Kakumbi Ncheka Msoro Kasamanda Mdimba Malama Chitenga
LUAPULA PROVINCE		
Chienge District	01 02 03 04 05 06 07 08 09 10 11 12	Lambwe Chomba Mwabu Chipungu Chienge Kantete Ifuna Chipamba Kalobwa Chitutu Munwa Kalungwishi Mununga

Kawambwa District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Luongo Chibote Mulunda Pambashe Ilombe Kabanse Luena Fisaka Iyanga Ng'ona Kawambwa Ntumbachushi Senga Mbereshi Kayo Chipita Mwansabombwe Lufubu Mulele Mununshi
Mansa District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Mutuna Misakalala Kaole Mushipashi Chibekeka Lukangaba Mulenshi Chilyapa Muchinka Mansa Chansunsu Myulu Katangashi Lwingishi Luapula
Milenge District	01 02 03 04 05 06 07 08 09 10 11 12	Chiswishi Mulumbi Itemba Fibalala Nsaka Milambo Nsunga Chipungu Mumbotuta Kapalala Mikula Sokontwe
Mwense District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Kaombe Nkanga Luche Peb-kabesa Kapela Chachacha Katiti Kasengu Kalanga Nsenga Mumbwe Chibalashi Nalupembe Nkonge Nsomfi Munwa Mambilima Musonda Chibembe Mpasa

Nchelenge District	01 02 03 04 05 06 07 08 09 10 11 12	Kabuta Munkombwe Mwatishi Kashikishi Kilwa Nchelenge Kasamba Mulwe Chisenga Shabo Momfwe Katofyo
Samfya District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Masonde Kasansa Kapamba Chinkutila Chishi Kafumbo Kasongole Chifunabuli Mbabala Chimana Mano Katanshya Isamba Kapata Nkutila Lunga Nsalushi Ncheta Musaba Lumanya
LUSAKA PROVINCE		
Chongwe District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Shikabeta Mankanda Rufunsa Bunda Bunda Nyangwena Manyika Lwimba Kanakantapa Chongwe Lukoshi Ntandabale Chinkuli Kapwayambale Nakatindi Mwachilele
Kafue District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Chiyaba Kambale Malundu Lukolongo Kafue Matanda Kasenje Munugu Chikupi Chilanga Chilongolo Namalombwe Nyemba Nakachenje Chinyanja

Luangwa District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Dzalo Mkaliva Mandombe Phwazi Mphuka Kabawo Kapoche Chiriwe Lunya Katondwe Chikoma Mburuma Mwalilia Kaunga Mankhokwe
Lusaka District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Chainda Mtendere Kabulonga Kalingalunga Chakankula Munali Roma Mulungushi Ngwerere Silwizya Raphael Justine Kabwe Chaisa Muchinga Kapwepwe Matero Lima Harry Kanyama Munkolo Nkoloma Chawama Lilayi Kamwala Independence Kabwata Libala Chilenje Lubwa Mwebeshi
NORTHERN PROVINCE Chilubi District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Mpanshya Kanchindi ✓ Kashitu Kapoka Kambashi Kawena Chinkundu Kanana Mubemba Luangwa Bumba Chiloba Mofu Chisupa Bulilo Muteka Katamba Ndela Chifwenge Mulanda

Chinsali District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Itapa Chilunda Chilinda Kaunga Malalo Chipanga Luko Lubwa Ichinga Munwakubili Chamusenga Muchinga Chandaula Makumbi Chibinga Mayembe Mwiche Ichingo Chipandu Nkulungwe
Isoka District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Kasoka Kantenshya Milongo Kapililonga Sansamwenje Mpundu Luangwa Mafinga Nkombwa Ntonga Thendere Kakoma Luhoka Kalanga Mukutu
Kaputa District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Nsumbu Munkonge Chishela Munwa Mwawe Kaleulu Mowa Choma Chipili Nkota Kalungwishi Mofwe Chiyilunda Mukubwe Kashikishi Kakusu Kampinda Mfwambeshi Fungwa Chubo
Kasama District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Chilunga Bululu Kasenga Lukulu Lukupa Mulilansolo Buseko Chiba Lualuo Kapongolo Mukanga Lusenga Musowa Chumbu Chibundu

Luwingu District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Itandashi Kaela Munshinga Katilye Kanfinsa Mufili Ilambo Mwelawamanu Ibale Bwalinde Isansa Isangano Lwata Mushitu-Wambo Chifwile Masonde Ipusukilo Chulung'oma Namukolo Kampemba
Mbala District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Mwiluzi Chela Nsunzu Mwambezi Moto Moto Intala Kawimbe Lwandi Malamba Chimbili Chinyika Chipembe Lapisha Mukololo Chozi
Mpika District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Chambeshi Lulingila Lubaleshi Munikashi Chawama Mumbubu Lukulu Lulimala Chikanda Chibwa Kanchibiya Lwitikila Musakanya Lubambala Nachikufu Chipembele Mutekwe Mupamadzi Muchinga Chifungwe

Mporokoso District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Lumangwe Chikulu Mumbuluma Chisha-Mwamba Mikomba Kapumo Chipolonge Mabale Mutotoshi Masonde Luangwa Kansanshi Isenga Nchelenge Malambwa Malaila Kalungwishi Kanyanta Lunte Lubushi
Mpulungu District	01 02 03 04 05 06 07 08 09 10 11 12	Kapembwa Iyendwe Itumbwe Mumila Katwe Chilumba Mpulungu Isoko Chibulula Vyamba Chisha Isunga
Mungwi District	01 02 03 04 05 06 07 08 09 10 11 12	Lubala Kabisha Fibwe Chafubu Mpanda Iyaya Fube Mungwi Ngulula Kalunga Chambeshi Mfinshe
Nakonde District	01 02 03 04 05 06 07 08 09 10 11 12	Mulalo Luchinde Ngumba Musyani Popomozi Chiwanza Ilonda Isunda Nakonde Musele Mpande Mukulila
NORTH-WESTERN Chavuma District	01 02 03 04 05 06 07 08 09 10 11 12	Chavuma Chiyeke-Kakoma Kalombo-Kamusamba Chibombo Mbalanga Lingelingenda Sanjongo Chambi-Mandalo Lukolwe-Musanga Kanyinda-Likundu Kambuya Mukelangombe Nyatanda-Nyambongila Nguvu

Mufumbwe District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Kashima West Kashima East Matushi Kamabuta Kalambu Chizela Shukwe Kikonze Munyambala Kalengwa Kabipupu Mushima Musonweji Kaminzekenzeke Lalafuta
Kabompo District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Lunyiwe Kayombo Dihamba Lusongwa Kashinakaji Chiteve Manyinga Chikonkwelo Katuva Chikenge Maveve Lubi Kamafwafwa Loloma Kawanda Kaula Kamisombo Kabompo Kabulamena Mumbeji
Kasempa District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Kamakuku Nselauke Ingwe Mukema Kamatete Dengwe Njenga Kalombe Kamusongolwa Kikonkomene Nkenyauna Mukinge Kantenda Mpungu Nyoka Kelongwa Mukunashi Kanongo Kamakechi Jifumpa

Mwinilunga District	01	Chana - Chamuhinga
	02	Jimbe
	03	Nyakaseya
	04	Ikelenge
	05	Mwinimilamba
	06	Kanong' esha
	07	Mukangala
	08	Mulumbi
	09	Kanyama
	10	Kakoma
	11	Kasampula
	12	Lumwana
	13	Sailunga
	14	Samuteba
	15	Mundwiji
	16	Mudyanyama
	17	Kamampanda
	18	Chibwika
	19	Chisasa
	20	Ntambu
Solwezi District	01	Musaka
	02	Chikola
	03	Kangwena
	04	Kalilele
	05	Mulonga
	06	Mapunga
	07	Mujimanzovu
	08	Kapijimpanga
	09	Sandang'ombe
	10	Kamalamba
	11	Tuvwananai
	12	Kimasala
	13	Mumena
	14	Kibanza
	15	Mukumbi
	16	Matebo
	17	Shilenda
	18	Mumbezhi
	19	Musele
	20	Chovwe
Zambezi District	01	Lunkunyi
	02	Mukandankunda
	03	Dipalata
	04	Nyakulenga
	05	Zambezi
	06	Chilenga-Chizenzi
	07	Lwitadi-Lwatembo
	08	Chivweji-Kasesi
	09	Chitokoloki
	10	Mpidi-Kakonga
	11	Likungu
	12	Mapachi-Chiyingi
	13	Muyembe-Liyoyu
	14	Mwange-Nyawanda
	15	Matondo-Nyachika

SOUTHERN PROVINCE		
Choma District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Simaubi Mapanza Mang'unza Chilalantambo Kabimba Macha Mbabala Simamvwa Kasiya Hamaundu Maambo Kauba Habunkululu Nachibanga Namuswa State Land Batoka Singani Nakeempa Siasikabole Pemba Kalundana Simacheche Sikalundu Mubula
Gwembe District	01 02 03 04 05 06 07 08 09 10 11 12	Masanga Sinafala Jumbo/Kkoma Chibuwe Siampande Katokota Luumbo Bbondo Chisale Fumbo Jongola Lukonde
Itezhi-tezhi District	01 02 03 04 05 06 07 08 09 10 11 12	Itezhi-tezhi Itumbi Lubanda Luubwe Basanga Luchena Mbila Masemu Kabulungwe Makunku Nyambo Banamwaze
Kalomo District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Chikanta Munyeke Kasukwe Chamuka Namela Siachitema Kalonda Choonga Mayoba Namwianga Simayakwe Chawila Sipatunyana Zimba Luyaba Nachikungu Chidi Simwatachela Siamafumba Mbwiko

Kazungula District	01 02 03 04 05 06 07 08 09 10 11 12	Mooba Chooma Ngwezi Sekute Sikauzwe Musokotwane Kanchele Simango Nyawa Kauwe Katapazi Mukuni
Livingstone District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Freedom Musi-o-tunya Dr. Mubitana Namatama Libuyu Mwalibonena Maramba Akapelwa Linzuma Simonga Dambwa Zambezi Kariba Nansanzu Shungu
Mazabuka District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Itebe Kalama Mwanachingwala Munenga Ngwezi Munjile Chivuna Konkola Malala Mabwetuba Upper Kaleyia Chizobo Mazabuka Nakambala Lubombo Nega-Nega Kasengo Chitete Nansenga Namalundu
Monze District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Malundu Kaila Keembe Choongo West Bweengwa Choongo East Mwanza West Chona Mwanza East Moomba Chipembele Ufwenuka Manungu Chisekesi Mayaba Hufwa Katimba Hatontola Bbombo Monze

<p>Namwala District</p>	<p>01 02 03 04 05 06 07 08 09 10 11 12</p>	<p>Namwala Central Kaluweza/Ngabo Baambwe Maala Kantengwa Kabulamwanda Chitongo Nakamboma Mbeza Ndema Namakube Moobola</p>
<p>Siavonga District</p>	<p>01 02 03 04 05 06 07 08 09 10 11 12</p>	<p>Chirundu Ng'ombe-Ilede Lusitu Nanyangwe Kariba Simaamba Manchavwa Sinadambwe Lusangazi Mulimya Sikoonga Ibwe Munyama</p>
<p>Sinazongwe District</p>	<p>01 02 03 04 05 06 07 08 09 10 11 12</p>	<p>Mabinga Namazambwe Mweenda Muuka Tekelo Mweenba Maamba Mweezya Nkandambwe Sinazongwe Nang'ombe Malima</p>
<p>WESTERN PROVINCE</p>		
<p>Kalabo District</p>	<p>01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p>	<p>Mambolomoka Lueti Ng'uma Lukona Ndoka Kandambo Tuuwa Lutwi Buleya Luanginga Mapungu Yuka Liumba Liumena Maala Licha Lwambi Mwenyi Sishekanu Libonda Kuuli Mutala Nengu Siluwe Likulundundu</p>

Kaoma District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Nyambi Namando Litoya Nkeyema Namilangi Mulamatila Naliele Shikombwe Shitwa Lalafuta Mangango Kanabilumbu Mbanyutu Nkenga Mushwala Luambuwa Namafulo Lui Mulwa Luampa
Lukulu District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Kashamba Dongwe Mwito Kamilende Simakumba Kang'oti Luanchuma Lukau Likapai Mbanga Kawaya Mwandi Namayula Kashizhi Nyaala Mataba Mitete Lutembwe Lupui Kakwacha
Mongu District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25	Kanyonyo Kambule Lewanika Mulambwa Imwiko Ushaa Mabili Limulunga Ikwichi Namboma Mabumbu Lealui Kaande Yeta Katongo Lumbo Namushakende Nakato Nangula Ndanda Lui Imalyo Mbekise Nakanyaa Mutondo

Senenga District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15	Kambai Makoka Lyamakumba Silowana Nanjucha Muoyo Kataba Silwizi Sibukali Mata Naluywa Wanyau Imatongo Mwanambinyi Lipuwe
Sesheke District	01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20	Imusho Kalobolelwa Lusu Mulimambango Maondo Simungoma Mwandi Mabumbu Sankolonga Magumwi Machile Mulobezi Sichili Luamuloba Kamanga Nawinda Luampungu Mushukula Loazamba Loanja
Shangombo District	01 02 03 04 05 06 07 08 09 10 11 12	Kalongola Mbeta Sioma Mufulani Mutomena Sikabange Nalwashi Beshe Mulonga Simu Sipuma Kaunga-Mashi

APPENDIX 4

LIST OF URBAN AREAS AND TOWNSHIPS BY PROVINCE AND DISTRICT

<u>PROVINCE</u>	<u>District</u>	<u>Township</u>
CENTRAL	Kabwe Rural	Chibombo Chisamba Kapirimposhi
	Kabwe Urban	Kabwe Municipal
	Mkushi	Mkushi Township
	Mumbwa	Mumbwa Township Nampundwe
	Serenje	Serenje Township
COPPERBELT -	Chililabomwe	Chililabombwe Municipal
	Chingola	Chingola Municipal
	Kalulushi	Chambishi Township Kalulushi Municipal
	Kitwe	Kitwe City
	Luanshya	Luanshya Municipal
	Mufulira	Mufulira Municipal
	Ndola Rural	Masaiti Boma Mpongwe Lufwanyama
	Ndola Urban	Ndola City
EASTERN -	Chadiza	Chadiza Township
	Chama	Chama Township
	Chipata	Chipata Township
	Katete	Katete Township
	Lundazi	Lundazi Township
	Petauke	Petauke Township
	Nyimba	Kacholola Nyimba
LUAPULA -	Kawambwa	Kawambwa Township Mwansabombwe
	Mansa	Mansa Township
	Mwense	Mwense Township
	Nchelenge	Nchelenge Township
	Samfya	Samfya/Mwamfuli Township/Lubwe Township

LUSAKA -	Luangwa (Feira)	Luangwa Township
	Lusaka Rural	Chongwe Kafue Rufunsa
	Lusaka Urban	Chilanga Lusaka City
NORTHERN -	Chilubi	Chilubi Township
	Chinsali	Chinsali Township
	Isoka	Isoka Township Nakonde
	Kaputa	Kaputa Township
	Kasama	Kasama Township Mungwi
	Luwingu	Luwingu Township
	Mbala	Mbala Township Mpulungu
	Mpika	Mpika Township
	Mporokoso	Mporokoso Township
	Nakonde	Nakonde
	Mungwi	Mungwi
NORTH WESTERN-	Kabompo	Kapompo Township
	Kasempa	Kasempa Township
	Mufumbwe (Chizera)	Kalengwa Mine Mufumbwe Township
	Mwinilunga	Mwinilunga Township
	Solwezi	Kansashi Mine Solwezi Township
	Zambezi	Zambezi Township
	Chavuma	Chavuma
SOUTHERN -	Choma	Batoka Township Choma Township Mbabala Pemba Township
	Gwembe	Gwembe Township Munyumbwe
	Kalomo	Kalomo Township Zimba
	Livingstone	Livingstone Township
	Mazabuka	Kafue Gorge Kaleya Magoye Mazabuka Township Nega - Nega
	Monze	Chisekesi Monze Township

	ItezHITEzhi	Itezhi - Itezhi
	Nawala	Nawala Township
	Siavonga	Chirundu Siavonga (Kariba)
	Sinazongwe	Maamba Township Sinazongwe Sinazeze
WESTERN -	Kalabo	Kalabo Township Sikongo
	Kaoma	Kaoma Township
	Lukulu	Lukulu Township
	Mongu	Limulunga Mongu Township Namushakende
	Senanga	Senanga Township Shangombo
	Sesheke	Katima - Mulilo Mulobezi Sesheke Township

APPENDIX 5

CODES FOR CHIEFS BY DISTRICT

5. Central Province

Kabwe Rural (Chibombo/Kapiri Mposhi)

- 101 - Chief Chamuka
- 102 - Chief Chipepo
- 103 - Chief Chitanda
- 104 - Chief Liteta
- 105 - Senior Chief Mukuni
- 106 - Chief mukubwe
- 107 - Chief Mungule
- 108 - Chief Ngabwe

Mkushi

- 109 - Chief Chembe
- 110 - Chief Chikupili
- 111 - Chief Chitina
- 112 - Chief Kanyenshya
- 113 - Senior Chief Mboroma
- 114 - Chief Mbosha
- 115 - Chief Mukonchi
- 116 - Chief Mulungwe
- 117 - Chief Nkole
- 118 - Chief Shaibila

Mumbwa

- 119 - Chief Chibuluma
- 120 - Chief Kabulwebulwe
- 121 - Chief Kaindu
- 122 - Chief Moono
- 123 - Chief Mulendema
- 124 - Chief Mumba
- 125 - Senior Chief Shakumbila

Serenje

- 126 - Chief Chibale
- 127 - Chief Chisomo
- 128 - Chief Kabamba
- 129 - Chief Kafinda
- 130 - Chief Mailo
- 131 - Senior Chief Muchinda
- 132 - Chief Muchinka
- 133 - Chieftainess Serenje

6. Copperbelt Province

Ndola Rural (Masaiti, Lufwanyama, Mpongwe)

- 201 - Senior Chief Chiwala
- 202 - Chief Fungule
- 203 - Chief Kalukumya
- 204 - Chief Lesa
- 205 - Chief Lumpuma
- 206 - Chief Machiya
- 207 - Chief Malembeka
- 208 - Chief Mukutuma
- 209 - Senior Chief Mushili
- 210 - Chief Mwinuna
- 211 - Senior Chief Ndubeni
- 212 - Chief Nkana
- 213 - Chief Shibuchinga
- 214 - Chieftainess Shimukunami

7. Eastern Province

Chadiza

- 301 - Chief Mlolo
- 302 - Chief Mwangala
- 303 - Chief Pembamoyo
- 304 - Chief Zingalume

Chama

- 305 - Chief Chibale
- 306 - Chief Chifunda
- ✓ 307 - Chief Chikwa
- 308 - Senior Chief Kambombo
- 309 - Chief Tembwe
- 310 - Chief Lundu

Chipata/Mambwe

- 311 - Chief Chanje
- 312 - Chief Chikuwe
- 313 - Chief Chinunda
- 314 - Chief Chinyaka
- 315 - Chief Jumbe
- 316 - Chief Kakumbi-Malama
- 317 - Chief Kapata-Moyo

- 318 - Chief Madzimawe
- 319 - Chief Mafuta
- 320 - Chief Maguya
- 321 - Chief Malama-Chikunto
- 322 - Chief Mishoro
- 323 - Chief Mkanda
- 324 - Chief Mnkhanya
- 325 - Chief Mununka
- 326 - Paramount Chief Mpezeni
- 327 - Chief Mshawa
- 328 - Chief Msoro
- 329 - Senior Chieftainess Nsefu
- 330 - Chief Nzamane
- 331 - Chief Sayiri
- 332 - Paramount Chief Undi

Katete

- 333 - Chief Kathumba
- 334 - Senior Chief Kawaza
- 335 - Chief Mbang'ombe

Lundazi

- 336 - Chief Chikomeni
- 337 - Senior Chief Magodi
- 338 - Chief Mphamba
- 339 - Chief Mwanse-Mpangwe
- 340 - Chief Mwaya
- 341 - Senior Chief Mwase-Lundazi
- 342 - Chief Pikamalaza
- 343 - Chief Zumwanda
- 344 - Chief Kapichila
- 345 - Chief Chitungulu
- 346 - Chief Kazembe

Petauke/Nyimba

- 347 - Senior Chief Kalindawalo
- 348 - Senior Chief Lwembe
- 349 - Chief Mwanjabanthu
- 350 - Chieftainess Mwape

- 351 - Chief Ndake
- 352 - Chief Nyalugwe
- 353 - Chief Nyampande
- 354 - Chieftainess Nyanje
- 355 - Chief Sandwe
- 356 - Chief Mumbi

**8. Luapula Province
Kawambwa**

- 401 - Chief Chama
- 402 - Chief Munkanta
- 403 - Senior Chief Mushota
- 404 - Chief Mwata-Kazembe

Mansa/Milengi

- 405 - Chief Chimese
- 406 - Chief Chisunka
- 407 - Chief Kalaba
- 408 - Chief Kalasa-Lukangaba
- 409 - Chief Kasoma-Lwela
- 410 - Chief Mabumba
- 411 - Chief Matanda
- 412 - Senior Chief Milambo
- 413 - Chief Sokontwe
- 414 - Chief Mibenge

Mwense

- 415 - Chief Kashiba
- 416 - Chief Katuta
- 417 - Chief Lubumba
- 418 - Chief Lukwesa
- 419 - Chief Mulundu
- 420 - Chief Mutipula
- 421 - Chief Mwenda

Nchelenge

- 422 - Chief Lambwe-Chomba
- 423 - Chief Kambwali
- 424 - Chief Kanyembo
- 425 - Senior Chief Mununga
- 426 - Chief Nshimba
- 427 - Senior Chief Puta

Samfya

- 428 - Chief Kasoma-Bangweulu
- 429 - Chief Chitembo
- 430 - Senior Chief Kalima-Nkonde
- 431 - Chief Kasoma-Lunga
- 432 - Chief Mbulu
- 433 - Senior Chief Kalasa-Mukoso.
- 434 - Chief Mulakwa
- 435 - Chief Mulongwe

- 436 - Chief Bwalya-Mponda
- 437 - Chief Mwansakombe
- 438 - Senior Chief Mwewa
- 439 - Chief Nsamba

9. Lusaka Province

Luangwa

- 501 - Senior Chief Mburuma
- 502 - Chief Mpuka

Lusaka Rural (Chongwe)

- 503 - Chief Chiawa
- 504 - Chief Mumpanshya
- 505 - Senior Chieftainess Nkhomesha
- 506 - Chief Shikabeta
- 507 - Chief Unda-Unda

10. Northern Province

Chilubi

- 601 - Chief Chiwanangala
- 602 - Chief Matipa

Chinsali

- 603 - Chief Chibesakunda
- 604 - Chief Kabanda
- 605 - Chief Mubanga
- 606 - Chief Mukwikile
- 607 - Senior Chief Nkula
- 608 - Chief Nkweto

Isoka/Nakonde

- 609 - Chief Kafwimbi
- 610 - Chief Katyetye
- 611 - Chief Muyombe
- 612 - Chief Mwenechifungwe
- 613 - Chief Mweniwisi
- 614 - Chieftainess Waitwika

Kasama

- 615 - Chief Chimbola
- 616 - Paramount Chief Chitimukulu
- 617 - Chief Makasa
- 618 - Chief Munkonge
- 619 - Senior Chief Mwamba
- 620 - Chief Nkolemumu

Kaputa

- 621 - Chief Kaputa
- 622 - Chief Mukupa-Katandula
- 623 - Senior Chief Nsama

Luwingu

- 624 - Chief Chabula
- 625 - Chief Chipalo
- 626 - Senior Chief Chungu
- 627 - Chief Katuta
- 628 - Senior Chief Shimumbi
- 629 - Chief Tungati

Mbala

- 630 - Chief Chinakila
- 631 - Chief Chitimbwa
- 632 - Chief Fwambo
- 633 - Chief Mpande
- 634 - Chief Mwamba
- 635 - Chief Nondo
- 636 - Senior Chief Nsokolo
- 637 - Senior Chief Tafuna

Mpika

- 638 - Chief Chikwanda
- 639 - Chief Chiundaponde
- 640 - Chief Kabinga
- 641 - Senior Chief Kopa
- 642 - Chief Luchembe
- 643 - Chief Mpepo
- 644 - Chief Mpumba
- 645 - Chief Mukungule
- 646 - Chief Nabwalya

Mporokoso

- 647 - Chief Chitoshi
- 648 - Chief Shibwalya-Kapila
- 649 - Chief Mporokoso
- 650 - Chief Mukupa Kaoma

11. North-Western Province

Mufumbwe (Chizera)

- 701 - Chief Chizera
- 702 - Chief Mushima

Kabompo

- 703 - Chief Chiyengele
- 704 - Chief Kalunga
- 705 - Senior Chief Sikufela

Kasempa

- 706 - Chief Ingwe
- 707 - Senior Chief Kasempa

Mwinilunga

- 708 - Chief Chibwika
- 709 - Chief Ikelenge
- 710 - Chief Kakoma
- 711 - Senior Chief Kanongesha
- 712 - Chief Kanyama
- 713 - Chief Mwininyilamba
- 714 - Chief Ntambu
- 715 - Chief Nyakaseya
- 716 - Senior Chief Sailunga

Solwezi

- 717 - Chief Chikola
- 718 - Senior Chief Kalilele
- 719 - Chief Kapijimpanga
- 720 - Chief Mukumbi
- 721 - Chief Matebo
- 722 - Senior Chief Mujimanzovu
- 723 - Chief Mulonga
- 724 - Chief Mumena
- 725 - Senior Chief Musele
- 726 - Chief Musaka

Zambezi

- 727 - Chief Ishima
- 728 - Senior Chief Ishindi
- 729 - Chief Kucheka
- 730 - Chief Chinyama Litapi
- 731 - Chief Mpidi
- 732 - Senior Chief Ndungu
- 733 - Chief Nyakulenga

12. Southern Province

Choma

- 801 - Chief Macha
- 802 - Chief Mapanza
- 803 - Chief Mooyo
- 804 - Chief Siamandu
- 805 - Chief Singani

Gwembe

- 806 - Chief Chipepo
- 807 - Chief Munyumbwe

Kalomo/Kazungula

- 808 - Chief Chikanta
- 809 - Chief Moomba
- 810 - Chief Mukuni
- 811 - Chief Musokotwane
- 812 - Chief Nyawa
- 813 - Chief Sekute
- 814 - Chief Simwatachela
- 815 - Chief Sipatunyana
- 816 - Chief Siachitema

Mazabuka

- 817 - Chief Mwanachingwala
- 818 - Chief Mwenda
- 819 - Chief Naluwama
- 820 - Chief Sianjaika

Monze

- 821 - Chief Chona
- 822 - Chief Choongo
- 823 - Chief Monze
- 824 - Chief Mwanza
- 825 - Chief Siamusonde
- 826 - Chief Ufwenuka

Namwala/Itezhi-tezhi

- 827 - Chief Chilyabufu
- 828 - Chief Kaingu
- 829 - Chief Muchila
- 830 - Chief Mukobela
- 831 - Chief Mungaila
- 832 - Chief Musungwa
- 833 - Chief Muwezwa
- 834 - Chief Nalubamba
- 835 - Chief Shezongo
- 836 - Chief Shimbizi

Siavonga

- 837 - Chief Chipepo
- 838 - Chief Sikongo
- 839 - Chief Simamba
- 840 - Chief Sinadambwe

Sinazongwe

- 841 - Chief Mweemba
- 842 - Chief Sinazongwe

13. Western Province

Kalabo

- 901 - Chieftainess Mbowanjikana

Kaoma

- 902 - Chief Litia
- 903 - Chief Kahare
- 904 - Chief Mutondo

Lukulu

- 905 - Chief Imwiko

Mongu

- 906 - Paramount Chief The Litunga

Senanga

- 907 - Chieftainess Litunga-La-Mboela

Sesheke

- 908 - Senior Chief Inyambo
- 909 - Chief Chiengele
- 910 - Chief Kandala

Senanga

- 911 - Chieftainess Litunga-La-Mboela
- 912 - Chief Lukama

Sesheke Local Area

- 913 - Senior Chief Inyambo (Lubasi Ilute)

APPENDIX 6

CODES FOR COUNTRIES

AFRICA

101 - Algeria	125 - Madagascar
102 - Angola	126 - Malawi
103 - Benin	127 - Mali
104 - Botswana	128 - Mauritania
105 - Burundi	129 - Mauritius
106 - Cameroon	130 - Morocco
107 - Cape Verde Islands	131 - Mozambique
108 - Central African Republic	132 - Niger
109 - Chad	133 - Nigeria
110 - Comoros	134 - Rwanda
111 - Congo	135 - Senegal
112 - Egypt	136 - Sierra Leone
113 - Equatorial Guinea	137 - Somalia
114 - Ethiopia	138 - South Africa
115 - Gabon	139 - South West Africa (Namibia)
116 - Gambia	140 - Sudan
117 - Ghana	141 - Swaziland
118 - Guinea	142 - Tanzania
119 - Guinea - Bissau	143 - Togo
120 - Ivory Coast (Cote d'Ivoire)	144 - Tunisia
121 - Kenya	145 - Uganda
122 - Lesotho	146 - Upper Volta (Burkina Faso)
123 - Liberia	147 - Zaire (Congo DR)
124 - Libya	148 - Zambia
	149 - Zimbabwe
	150 - Other, Africa

ASIA AND OCEANIA

201 - Afghanistan	222 - Lebanon
202 - Australia	223 - Malaysia
203 - Bahrain	224 - Mongolia
204 - Bangladesh	225 - Nepal
205 - Bhutan	226 - New Zealand
206 - Burma	227 - Oman
207 - China	228 - Pakistan
208 - Fiji	229 - Papua-New Guinea
209 - Hong Kong	230 - Philippines
210 - India	231 - Saudi Arabia
211 - Indonesia	232 - Singapore
212 - Iran	233 - Sri Lanka
213 - Iraq	234 - Syria
214 - Israel	235 - Taiwan
215 - Japan	236 - Thailand
216 - Jordan	237 - United Arab Emirates
217 - Kampuchea	238 - Vietnam
218 - Korea, Dem. P. R. of	239 - Yemen, Arab Rep of
219 - Korea, Rep. of	240 - Yemen, P. D. Rep of
220 - Kuwait	241 - Other, Asia and Oceania
221 - Laos	

AMERICAS

- | | |
|--------------------------|---------------------------|
| 301 - Argentina | 313 - Haiti |
| 302 - Barbados | 314 - Honduras |
| 303 - Bolivia | 315 - Jamaica |
| 304 - Brazil | 316 - Mexico |
| 305 - Canada | 317 - Nicaragua |
| 306 - Chile | 318 - Panama |
| 307 - Colombia | 319 - Paraguay |
| 308 - Dominican Republic | 320 - Trinidad and Tobago |
| 309 - Ecuador | 321 - Uruguay |
| 310 - El Salvador | 322 - USA |
| 311 - Guatemala | 323 - Venezuela |
| 312 - Guyana | 324 - Other, Americas |

EUROPE

- | | |
|-----------------------------|----------------------|
| 401 - Albania | 415 - Italy |
| 402 - Austria | 416 - Luxemburg |
| 403 - Belgium | 417 - Malta |
| 404 - Bulgaria | 418 - Netherlands |
| 405 - Cyprus | 419 - Norway |
| 406 - Czechoslovakia | 420 - Poland |
| 407 - Denmark | 421 - Portugal |
| 408 - Finland | 422 - Romania |
| 409 - France | 423 - Spain |
| 410 - Germany, Dem. Rep. of | 424 - Sweden |
| 411 - Germany, Fed. Rep. of | 425 - Switzerland |
| 412 - Greece | 426 - Turkey |
| 413 - Hungary | 427 - United Kingdom |
| 414 - Ireland | 428 - USSR |
| | 429 - Yugoslavia |
| | 430 - Other, Europe |

APPENDIX 7

CODES FOR LANGUAGES AND TRIBES

LANGUAGE GROUP/LANGUAGE	CODE		
1. BEMBA SPEAKING		5. NYANJA SPEAKING	
BEMBA	01	CHEWA	48
LUNDA (LUAPULA)	02	NSENGA	49
LALA	03	NGONI	50
BISA	04	NYANJA	51
USHI	05	KUNDA	52
CHISHINGA	06	CHIKUNDA	53
NGUMBO	07	6. MAMBWE LANGUAGE GROUP	
LAMBA	08	LUNGU	54
KABENDE	09	MAMBWE	55
TABWA	10	NAMWANGA	56
SWAKA	11	WINA	57
MUKULU	12	TAMBO	58
AMBO	13	7. TUMBUKA LANGUAGE GROUP	
LIMA	14	TUMBUKA	59
SHILA	15	SENGA	60
UNGA	16	YOMBE	61
BWILE	17	ENGLISH	62
LUANO	18	OTHER LANGUAGE	63
2. TONGA SPEAKING		NOT APPLICABLE	88
TONGA	19	NOT STATED	99
LENJE	20	MAJOR RACIAL GROUPS	
SOLI	21	AFRICAN	64
ILA	22	AMERICAN	65
TOKA-LEYA	23	ASIAN	66
SALA	24	EUROPEAN	67
GOWA	25		
3. NORTH-WESTERN GROUP			
LUVALE	26		
LUNDA (NORTH-WESTERN)	27		
MBUNDA	28		
LUCHAZI	29		
NDEMBU	30		
MBOWE	31		
CHOKWE	32		
KAONDE SUB-GROUP	33		
4. BAROTSE LANGUAGE GROUP			
LUYANA SUB-GROUP	34		
KWANGWA	35		
KWANDI	36		
KOMA	37		
NYENGO	38		
SIMAA	39		
MWENYI	40		
IMILANGU	41		
MASHI	42		
LOZI	43		
TOTELA	44		
SUBIYA	45		
NKOYA	46		
MASHASHA	47		

APPENDIX 8

CODES FOR ACADEMIC EDUCATIONAL LEVELS
ACADEMIC EDUCATION CONVERSION TABLE
(Relatively Equivalent Academic Educational Levels)

Before 1956	1956 - 65	1966 - 83	1983 to date	Codes
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	Standard 6	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	Grade 11			11
Form 4 (GEC)	Form 4 (GEC)	From 5 GEC(0)	Grade 12 GEC(0)	12
Form 6 Lower	Form 6 Lower			12
Form 6 Upper	Form 6 Upper	GEC (A)	GEC (A)	13
Form 6				13
College Students				13
University Undergraduate Students		"	"	13
Certificate				14
Diploma				14
Bachelors Degree	"	"	"	15
Masters Degree and Above	"	"	"	16

APPENDIX 9

CODES FOR MAJOR FIELDS OF STUDY
(Professional/Vocational Education)

CODES

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

NOTE: Educational programmes have been given two digits only. These are to be recorded as the questionnaire. For the level of a degree, diploma, certificate, etc. the number 00, 01, 02, etc. should be applied shade the appropriate number.

APPENDIX 10

CODES FOR OCCUPATION

-
- 011 = Chemistry
 - 012 = Physicists
 - 013 = Physical Scientists not elsewhere classified
 - 014 = Physical Science Technicians
 - 021 = Architects and town planners
 - 022 = Civil Engineers
 - 023 = Electrical and Electronics Engineers
 - 024 = Mechanical Engineers
 - 025 = Chemical Engineers
 - 026 = Metallurgists
 - 027 = Mining Engineers
 - 028 = Industrial Engineers
 - 029 = Engineers not elsewhere classified
 - 031 = Surveyors
 - 032 = Draughtsmen
 - 033 = Civil Engineering Technicians
 - 034 = Electrical and Electronics Engineering Technicians
 - 035 = Mechanical Engineering Technicians
 - 036 = Chemical Engineering Technicians
 - 037 = Metallurgical Technicians
 - 038 = Mining Technicians
 - 039 = Engineering Technicians not elsewhere classified
 - 041 = Aircraft Pilots, Navigators and Flight Engineers
 - 042 = Ships Deck Officers and Pilots
 - 043 = Ships Engineers
 - 051 = Biologists, Zoologists and related Scientists
 - 052 = Bacteriologists, Pharmacologists and related Scientists
 - 053 = Agronomists and related Scientists
 - 054 = Life Sciences Technicians
 - 061 = Medical Doctors
 - 062 = Medical Assistants
 - 063 = Dentists
 - 064 = Dental Assistants
 - 065 = Veterinarians
 - 066 = Veterinary Assistant
 - 067 = Pharmacists
 - 068 = Pharmaceutical Assistants
 - 069 = Dieticians and Public Health Nutritionists
 - 071 = Professional Nurses
 - 072 = Nursing Personnel not elsewhere classified
 - 073 = Professional Midwives
 - 074 = Midwifery Personnel not elsewhere classified
 - 075 = Optometrists and Opticians
 - 076 = Physiotherapists and Occupational Therapists
 - 077 = Medical X-Ray Technicians
 - 079 = Medical, Dental, Veterinary and related workers not elsewhere classified
 - 081 = Statisticians

- 082 = Mathematicians and Actuaries
- 083 = Systems Analysts
- 084 = Statistical and Mathematical Technicians
- 090 = Economists
- 110 = Accountants
- 121 = Lawyers
- 122 = Judges
- 129 = Jurists not elsewhere classified
- 131 = University and Higher Education Teachers
- 132 = Secondary Education Teachers
- 133 = Primary Education Teachers
- 134 = Pre-Primary Education Teachers
- 135 = Special Education teachers
- 139 = Teachers not elsewhere classified
- 141 = Ministers of Religion and related Members of Religious Orders
- 149 = Workers in Region not elsewhere classified
- 151 = Authors and Critics
- 159 = Authors, Journalists and related workers not elsewhere classified
- 161 = Sculptors, Painters and related Artists
- 162 = Commercial Artists and Designers
- 163 = Photographers and Cameramen
- 171 = Composers, Musicians and Singers
- 172 = Choreographers
- 173 = Actors and Stage Directors
- 174 = Producers, Performing Arts
- 175 = Circus Performers
- 179 = Performing Artistes not elsewhere classified
- 180 = Athletes, Sportsmen and related workers
- 191 = Librarians, Archivists and Curators
- 192 = Sociologists, Anthropologists and related scientists
- 193 = Social Workers
- 194 = Personnel and Occupational Specialists
- 195 = Philologists, translators and Interpreters
- 199 = Other Professional, Technical and related workers
- 201 = Legislative Officials
- 202 = Government Administrators
- 211 = General Managers
- 212 = Production Managers (Except Farm)
- 219 = Managers not elsewhere classified
- 300 = Clerical Supervisors
- 310 = Government Executives Officials
- 321 = Stenographers, Typists and Teletypists
- 322 = Card and Tape - Punching Machine Operators
- 331 = Book - Keepers and Cashiers
- 339 = Book - Keepers, Cashiers and related workers not classified
- 341 = Book - Keeping and Calculating Machine Operators
- 342 = Automatic Data - Processing Machine Operators
- 351 = Railway Station Masters
- 352 = Postmasters
- 359 = Transport Communication Supervisors and elsewhere classified
- 360 = Transport Conductors

- 370 = Mail Distribution Clerks
- 380 = Telephone and Telegraph Operators
- 391 = Stock Clerks
- 392 = Material and Production Planning Clerks
- 393 = Correspondence and Reporting Clerks
- 394 = Receptionists and Travel Agency Clerks
- 395 = Library and Filing Clerks
- 399 = Clerks not elsewhere Classified
- 400 = Managers (Wholesale and Retail Trade)
- 410 = Working Proprietors (Wholesale and Retail Trade)
- 421 = Sales Supervisors
- 422 = Buyers
- 431 = Technical Salesmen and Service Advisers
- 432 = Commercial Travellers and Manufacturers Agents
- 441 = Insurance, Real Estates and Securities Salesmen
- 442 = Business Services salesmen
- 443 = Auctioneers
- 451 = Salesmen, Shop Assistants and Demonstrators
- 452 = Street Vendors, Canvassers and Newsvendor
- 490 = Sales Workers not elsewhere classified
- 500 = Managers (Catering and Lodging Services)
- 510 = Working Proprietors (Catering and Lodging Services)
- 520 = Housekeeping and Related services supervisor
- 531 = Cooks
- 532 = Waiters, Bartenders and Related workers
- 540 = Maids and Related housekeeping services
Workers not elsewhere Classified
- 551 = Building Caretakers
- 552 = Chore workers, Cleaners and related Workers
- 560 = Launderers, Dry - Cleaners and Related Workers
- 570 = Hairdressers, Barbers, Beauticians and Related Workers
- 581 = Fire - Fighters
- 582 = Policemen and Detectives
- 589 = Protective Service Workers not elsewhere classified
- 591 = Guides
- 592 = Undertakers and Embalmers
- 599 = Other Service Workers
- 600 = Farm managers and Supervisors
- 611 = General Farmers
- 612 = Specialised Farmers
- 621 = General Farm Workers
- 622 = Field Crop and Vegetable Farm Growers
- 623 = Orchard, Vineyard and Related Tree and Shrub Crop Workers
- 624 = Livestock Workers
- 625 = Dairy Farm Workers
- 626 = Poultry Farm Workers
- 627 = Nursery Workers and Gardeners
- 628 = Farm Machinery Operators
- 629 = Agricultural and Animal Husbandry Workers not elsewhere classified
- 631 = Loggers
- 632 = Forestry Workers (Except Logging)

- 641 = Fishermen
- 649 = Fishermen, Hunters and related Workers not Elsewhere classified
- 700 = Production Supervisors and General Foremen
- 711 = Miners and Quarrymen
- 712 = Mineral and Stone Treaters
- 713 = Well Drillers, Borers and Related Workers
- 721 = Metal Smelting Converting and Refining Furnace men
- 722 = Metal Rolling - Mill Workers
- 723 = Metal Melters and Rebeaters
- 724 = Metal Casters
- 725 = Metal Moulders and Coremakers
- 726 = Metal Annealers, Traparers and Case-Hardeners
- 727 = Metal Drawers and Extruders
- 728 = Metal Platers and Coaters
- 729 = Metal Processors not elsewhere classified
- 731 = Metal Mood Treaters
- 732 = Sawyers, Plywood Makers and Related Wood Processing Workers
- 733 = Paper Pulp Preparers
- 734 = Paper Makers
- 741 = Crushers, Grinders and Mixers
- 742 = Cookers, Roasters and Related Heat-Treaters
- 743 = Filter and Separator Operators
- 744 = Still and Reactor Operators
- 745 = Petroleum-Refining Workers
- 749 = Chemical Processors and Related Workers not elsewhere classified
- 751 = Fibre Preparers
- 752 = Spinners and Winders
- 754 = Weaving and Knitting-Machine Setters and Pattern-Card Preparers Weavers and Related Workers
- 755 = Knitters
- 756 = Bleachers, Dyers, Textile Product Finishers
- 759 = Spinners, Weavers, Knitters, Dyers and Related Workers not elsewhere classified
- 761 = Tanners and fellmongers
- 762 = Pelt Dressers
- 771 = Grain Millers and Related Workers
- 772 = Sugar Processors and Refiners
- 773 = Butchers and Meat Preparers
- 774 = Food Preservers
- 775 = Dairy Product Processors
- 776 = Bakers, Pastrycooks and Confectionery Makers
- 777 = Tea, Coffee and Cocoa Preparers
- 778 = Brewers, Wine and Beverages Makers
- 779 = Food and Beverage Processors not elsewhere classified
- 781 = Tobacco Preparers
- 782 = Cigar Makers
- 783 = Cigarette Makers
- 789 = Tobacco Preparers and Tobacco Product Makers not elsewhere classified
- 791 = Tailors and Dressmakers
- 792 = For Tailors and Related Workers
- 793 = Millers and Hatmakers
- 794 = Pattermakers and Cutters
- 795 = Sewers and Embroiderers
- 796 = Upholsterers and Related Workers
- 799 = Tailors, Dressmakers, Sewers, Upholsterers and Related Workers not elsewhere classified
- 801 = Shoemakers and Repairers
- 802 = Shoe Cutters, Lasters, Sewers and Related Workers

- 803 = Leather Goods Makers
- 811 = Cabinetmakers
- 812 = Woodworking-Machine Operators
- 819 = Cabinetworkers and Related Woodworkers not elsewhere classified
- 820 = Stone Cutters and Carvers
- 831 = Blacksmiths, Hasseraihs and Forging-Press Operators
- 832 = Toolmakers, Metal Patternmakers and Metal Makers
- 833 = Machine-Tool Setter-Operators
- 834 = Machine-Tool Operators
- 835 = Metal Grinders, Polishers and Tool Sharpeners
- 839 = Blacksmiths, Toolmakers and Machine-Tool Operators not elsewhere classified
- 841 = Machine Fitters and Machine Assemblers
- 842 = Watch, Clock and Precision Instrument Makers
- 843 = Motor Vehicle Mechanics
- 844 = Aircraft Engine Mechanics
- 849 = Machine Fitters, Machine Assemblers and Precision Instrument Makers (except Electrical) not elsewhere classified
- 851 = Electrical Fitters
- 852 = Electronics Fitters
- 853 = Electrical and Electronic Equipment Assemblers
- 854 = Radio and Television Repairers
- 855 = Electrical Wiremen
- 856 = Telephone and Telegraph Installers
- 857 = Electric Linemen and Cable Joiners
- 859 = Electrical Fitters and Related Electrical and Electronics Workers not elsewhere classified
- 861 = Broadcasting Station Operators
- 862 = Sound Equipment Operators and Cinema Projectionists
- 871 = Plumbers and Fitters
- 872 = Welders and Flame-Cutters
- 873 = Sheet-Metal Workers
- 874 = Structural Metal Preparers and Erectors
- 880 = Jewellery and Precious Metal Workers
- 891 = Glass Formers, Cutters, Grinders and Finishers
- 892 = Potters and Related Clay and Abrasive Formers
- 893 = Glass and Ceramic Kilnmen
- 894 = Glass Engravers and Etchers
- 895 = Glass and Ceramic Painters and Decorators
- 899 = Glass Formers, Potters, and Related Workers not elsewhere classified
- 901 = Rubber and Plastics Products Makers (except Tire Makers and Tire Vulcanisers)
- 902 = Tire Makers and Vulcanisers
- 910 = Paper and Paperboard Products Makers
- 921 = Compositors and Typesetters
- 922 = Printing Pressmen
- 923 = Stereotypers and Electrotypers
- 924 = Printing Engravers (except Photo-Engravers)
- 925 = Photo Engravers
- 926 = Book-Binders and Related Workers
- 927 = Photographic Darkroom Workers
- 929 = Printers and Related Workers not elsewhere classified
- 931 = Painters, Construction
- 939 = Painters not elsewhere classified
- 941 = Musical Instrument Makers and Tuners
- 942 = Basketry Weavers and Brush Makers
- 943 = Non-metallic Mineral Product Makers
- 949 = Other Production and Related Workers
- 951 = Bricklayers, Stonemasons and Tile Setters

- 952 = Reinforced-Concretes, Cement Finishers and Terrazzo Workers
- 953 = Roofers
- 954 = Carpenters, Joiners and Parquetry Workers
- 955 = Plasters
- 956 = Insulators
- 957 = Glaziers
- 959 = Construction Workers not elsewhere classified
- 961 = Power-Generating Machinery Operators
- 962 = Stationary Engine and Related Equipment Operators not elsewhere classified
- 971 = Dockers and Freight Handlers
- 972 = Riggers and Cable Splicers
- 973 = Crane and Hoist Operators
- 974 = Earth-Moving and Related Machinery Operators
- 979 = Material-Handling Equipment Operators not elsewhere classified
- 981 = Ships Deck Ratings, Barge Crew and Boatmen
- 982 = Ships Engine-Room Ratings
- 983 = Railway Engine Drivers and Firemen
- 984 = Railway Brakemen, Signalmen and Shunters
- 985 = Motor Vehicle Drivers
- 986 = Animal and Animal-Drawn Vehicle Drivers
- 989 = Total Equipment Operators not elsewhere classified
- 900 = Labourers not elsewhere classified
- 998 = Workers Reporting Occupations Unidentifiable or Inadequately Described
- 999 = Not Stated

APPENDIX 11

CODES FOR INDUSTRIES

111	=	Agricultural and Livestock Production
112	=	Agricultural Services
113	=	Hunting and Game Propagation
121	=	Forestry
122	=	Logging
130	=	Fishing
210	=	Coal Milling
230	=	Metal Ore Mining
290	=	Other Mining
311	=	Food Manufacturing
313	=	Beverage Industries
314	=	Tobacco Manufacturing
321	=	Manufacture of Textiles
322	=	Manufacture of Wearing Apparel except footwear
323	=	Manufacture of Leather and Products of Leather, Leather-substitutes and Furniture, except Footwear and Wearing Apparel
324	=	Manufacture of Footwear, except Vulcanized or Molded Rubber or Footwear
331	=	Manufacture of Wood and Cork Product except Furniture
332	=	Manufacture of Furniture and Fixtures except Primarily of Metal
341	=	Manufacture of Paper and Paper Products
342	=	Printing, Publishing and Allied Industries
351	=	Manufacture of Industrial Chemicals
352	=	Manufacture of Other Chemical Products
353	=	Petroleum and Coal
354	=	Manufacturing of Miscellaneous Products of Petroleum and Coal
355	=	Manufacture of Rubber Products
356	=	Manufacture of Plastic Products not elsewhere classified
361	=	Manufacture of Pottery, China Earthenware
362	=	Manufacture of Glass and Glass Products
369	=	Manufacture of Other Non - Metallic Mineral Products
371	=	Iron and Steel Basic Industries
372	=	Non - Ferrous Metal Basic Industries
381	=	Manufacture of Fabricated Metal Products except Machinery and Equipment
382	=	Manufacture of Machinery except Electrical
383	=	Manufacture of Electrical Machinery Apparatus, Appliances and Supplies
384	=	Manufacture of transport Equipment
385	=	Manufacture of Professional and Scientific Measuring and Controlling Equipment not elsewhere classified and of Photographic and Optical Goods
390	=	Other Manufacturing Industries
410	=	Electricity, Gas and Steam
420	=	Water and Supply
500	=	Construction
610	=	Wholesale Trade
620	=	Retail Trade
631	=	Restaurants, Cafes and Other Eating and Drinking Places
632	=	Hotels, Rooming Houses, Camps and Other Lodging Places
711	=	Land Transport

712	=	Water Transport
713	=	Air Services
719	=	Services Allied to Transport
720	=	Communication
810	=	Financial Institutions
820	=	Insurance
831	=	Real Estate
832	=	Business Services except Machinery and Equipment Rental and Leasing
833	=	Machinery and Equipment Rental and Leasing
910	=	Public Administration and Defence
920	=	Sanitary and similar services
931	=	Education Services
932	=	Research and Scientific Institutions
933	=	Medical, Dental, Other Health and Veterinary Services
934	=	Welfare Institutions
935	=	Business, Professional and Labour Associations
939	=	Other Social and Related Community Services
941	=	Motion Picture and Other Entertainment Services
942	=	Librarian, Museums, Botanical and Zoological Gardens and Other Cultural Services not Elsewhere Classified
951	=	Repair Services not Elsewhere Classified
952	=	Laundries, Laundry Services, and cleaning and dyeing plants
953	=	Domestic Services
959	=	Miscellaneous Personal Services
960	=	International and other Extra-Territorial Bodies
000	=	Activities not adequately defined
999	=	Not Stated

