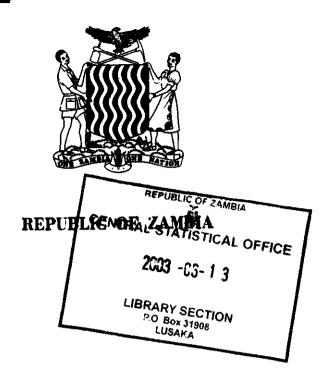# Minnesota Population Center

Enumeration Instructions
Census of Population, Housing and Agriculture: 1990
Zambia

CENSUS/MANUAL

REPUBLIC OF ZAMBIA

1990 CENSUS OF POPULATION, HOUSING AND AGRICULTURE

ENUMERATOR'S INSTRUCTIONS MANUAL

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PART II

CHAPTER I - BACKGROUND

Why Hold a Population Census

1. 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, etc. with the number of persons in each district, township, locality, village, etc., according to age, sex and various other characteristics. For every aspect of planning, knowledge of the size, structure and distribution of a population of a country is essential. This information is required for various aspects of social and economic planning.

2. 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 be requiring 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.

3. Similarly, for economic services, information is needed on:

(a) Agriculture;
In Zambia, most 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, educational level and where they are located.

(b) 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.

4. 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 the number of children being born and the number of people dying.

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Importance of Your Work as an Enumerator

5.   The Census of Population, Housing and Agriculture is an important national undertaking. As an enumerator your work is of great significance in the chain of events. At the same time, 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. It is most essential that such an important exercise as the Census is conducted in the best possible manner.

6.   The data you will collect from respondents will be processed by a computer. 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 be impossible, since the original respondent may no longer be at the location you visited. It is therefore important to note that your position is a very important one.

Legal Powers

7.   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), at the time of the Census 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.

Confidentiality of the Census Information

8.   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 person other than a census official, that person will be liable to prosecution in terms of 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.

Census Organisation

9.   The country is divided into 57 districts. Each district is divided into Census Supervisory Areas (CSA's) 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.   On this basis there will be about 16,000 Standard Enumeration Areas. Thus, there will be about 16,000 enumerators employed to carry out the Census.

10.   The enumerators will be supervised by supervisors.   In all, there will be about 4,000 supervisors.   The census administration in a district will be looked after by the District Executive Secretary as the District Census Officer (supported by three senior supervisors from Central Statistical Office), who will be supervised by a Regional Census Officer.

11.   Two to five enumerators will be working with each supervisor. Your supervisor will issue questionnaires and other materials to you, and will be responsible for organising your day-to-day census activities.   He will also explain to 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 area.   During the enumeration itself, you must keep in constant touch with your supervisor to enable him to 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 the questions, to your supervisor.   He will then either handle the matter himself, or give you advice as to 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 will check through your questionnaires and if he finds any mistakes he will require you to correct them, even by re-visiting the households concerned, if necessary.

Materials

12.   You will be given the following materials:
(a) Census questionnaires
(b) A pencil and a rubber.
(c) A pencil sharpener/razor blade.
(d) A note book.
(e) A census badge/letter of introduction.
(f) A map of your work area.
(g) A bag in which to keep the above mentioned materials.

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

CHAPTER II - CENSUS PROCEDURES

Ethics and Rules of Conduct of Interviews.

1.   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.

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

A. Preparing for the Interview

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

   i)   Reviewing The Enumerator's Manual;
This includes reviewing the general interviewing procedures, the specific field procedures and the question-by-question instructions.

   ii) Reviewing The Questions In The Census Questionnaires
Before you begin interviewing, practise using the questionnaire to build up your confidence. A successful interview requires an enumerator who fully understands the Census questionnaires and can use them easily and correctly. Fumbling through the questionnaire (losing your place, shuffling papers, etc.) can disturb the person to be interviewed.

   iii) 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.

   iv) 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.

B. Establishing a Good Relationship

4.   A comfortable relationship between the enumerator and the respondent is the foundation for good interviewing. The respondent's impression of you will largely determine the atmosphere for the whole interview. If you seem uninterested, bored or hostile the respondent will most probably act in a similar way. You should remember that people tend to react favourably if they think the interviewer is someone with whom they will enjoy talking. 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.

C. Using the Questionnaires

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

Asking the Questions

(a) Remaining Neutral
6.   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.

7.   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 by you.

8.   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
9.   Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence; to change 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
10.   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 of each respondent.

11.   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.

12.   Sometimes, respondents will ask you to define words in a question or explain some part of a question. When this occurs, refer to the relevant chapter in the manual. All the important words and terms are defined in Chapter III and then Chapter by Chapter. You will also be guided by the table of contents.

(d) Avoid Showing The Questions To The Respondent
13.   Respondents can be influenced by knowing what questions are coming next or by seeing the answer categories which are not asked with the questions.

Instructions in the Questionnaire:

14. 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.

Examples:

a. Skip Instructions. These direct the flow of the interview by telling you which question to ask the respondent next. In otherwords it is a method of tailoring the questionnaire to fit the respondent's 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 - 16, where persons who never attended any institution of learning are not asked question P-17. In otherwords, such people do not have to be asked about what level of education they completed, which happens to be the next question you would have asked them.

b. Question specific instructions. Such instructions are always printed in brackets and they are good reminders where you may be stuck. An example is in P - 12 where you are instructed to enter tribe for Zambians and major racial group for non-Zambians and another in P - 25 where you are reminded that age is to be recorded in completed years.

c. Screening instructions. These instructions specify which persons should be asked the questions below the instructions: They appear at the top of each page. For example questions on education will be asked of persons five years and above only.

D. Probing

15. 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.

16. 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 a question. They will provide an answer of a kind without answering the question. It is easy to be misled by a respondent who is talkative and gives a full and detailed response - a response, however, 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:

    i). To motivate respondents to expand upon or clarify their answers;

    ii). To make the respondent's answer precise so that irrelevant and unnecessary information can be eliminated.

17. 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.

18. 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 point 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 ingenuity and persistence.

19. 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 sayig, 'Yes it is Tonga'.
    Proper probe: Which one of the two is predominant?

20. Some respondents have difficulty 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 misinterprets it, or when he seems unable to make up his mind, or when he 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 has began to answer the question, but that you feel he 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 thoughts.

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(c) Repeating the respondent's reply

Simply repeating what the respondent has said as soon as he 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?
- How do you mean?
- 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.

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

i)   - The respondent does not understand the question and answers "I don't know" to avoid saying he does not understand.

ii)   - The respondent is thinking the question over and says "I don't know" to fill the silence and to give himself time to think.

iii)   - The respondent may be trying to evade the issue, or he 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.

iv)   - The respondent may really not know.

22.   Try to decide which one of the above is the case. Do not immediately settle for an "I don't know" reply. If you sit quietly, but expectantly - 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".

23.   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 they again say that "I don't know".

24.   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.

E. Controlling the Interview

25. 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 lenghthy 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 is saying but that you would like to complete the interview. If necessary, you may try to postpone any outside discussion by saying "Okay, let's finish this interview first then talk about that later".

26. 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 should wait until later to provide information on that particular topic.

F. Recording Responses

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

(i) Legibility

All the entries you make in the questionnaire must be legible. 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. All numbers should be clearly written so that one number is not confused with another. Remember that the numbers will be used in both manual and computer calculations. If they are not legible, mistakes will be made at different stages of processing.

(ii) Recording Responses in the Proper Place

There are basically three types of responses required in the questionnaires:

(a) 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, or even comments concerning the problems encountered. To avoid the difficulty of reading scripts, you should print all words in block letters.

(b) Recording numbers

Special care must be taken when entering numerical responses because they will be used in calculations and some will be key-punched directly from the questionnaire for computer processing. Special care should be taken with some numbers such as a "1" and a "7", a "4" and a "7" or a "5" and an "8" which can be misinterpreted.

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All numerical entries must be written one number per box to help
differentiate each digit.

(c) Marking an "X" in a box

There are some questions where you are required to mark an `X` to
record the response given by the respondent. An `X` should be carefully
placed in the box beside the given response. Below is an example of an
`X` that is not properly placed and one that is:

     X [ ] - Incorrect

     [X] - Correct

Examples of such response categories are in the Agriculture
questionnaire.

28. If you have any problems of any kind in obtaining the information
which is required, make a note explaining it in the "Comments" space. An
important phrase to remember is "When in doubt, write it out".

G. Ending the Interview

29. 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 be returning to
collect more information.

H. Summary Instructions

30. Get to know these summary instructions of the "DO's" and "DON'Ts"
thoroughly.

   The "DO's":

   (i)   Read this manual again and again to refresh your memory.
   (ii)   Carry this manual with you all the time and refer to it whenever
          there is any doubt or difficulty.
   (iii) Become familiar with all the schedules you must use.
   (iv)   Be polite to all people.
   (v)   You must introduce yourself and explain to the respondent the
          reason for your visit before starting the interview.
   (vi)   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.
   (vii) Record the answers only as given by the respondent
          himself/herself, but in case of doubt, probe further.
   (viii) In a situation where probing does not yield results, write a
          comment explaining the absence of an entry in the Comments
          space.
   (ix)   Write all information accurately, neatly and legibly, and keep
          the schedules clean and free of damage.
   (x)   Only go to the Mortality section after filling in information
          on all members of the household.

(xi)   Sign every questionnaire and Listing Sheet as soon as you have completed them.

(xii) Paste a sticker on the door of the housing unit after completing the interview, including agriculture supplement.

(xiii) You must attend to all 'call-backs' (re-visits) as early as possible and must be punctual in keeping all appointments made. At the end of every interview thank the household for their co-operation.

(xiv) Consult your supervisor on any doubts or problems that may arise.

31.   It will also be helpful to observe the following `DON'Ts':

(i)   Do not phrase questions in a manner likely tu suggest answers.

(ii)   Do not tend to put words in the mouth of the respondent.

(iii) Do not leave any column blank unless skip instructions specify so, for example in P - 20 where those who were not working are not asked questions P-21, P-22 and P-23 since they are not expected to have any employment status, occupation, and industry.

(iv)   Do not over-write in case of a mistake. It is better to erase a wrong entry and then enter the correct one.

(v)   Do not tear out any page of the questionnaire. If it has become dirty, write CANCELLED in big letters across it and use a fresh one for fresh entries. This dirty questionnaire should be handed back to your supervisor later.

(vi)   Do not allow any person to speak for the respondent, unless the respondent seeks assistance.

(vii) Do not allow any unauthorised person to accompany you or help you in filling the questionnaire.

(viii) Do not show the filled-in questionnaires to any unauthorised person. Remember this is an offenc₃ against confidentiality of information. This could lead to your prosecution.

(ix)   Make sure you first identify a household through probing. The household is identified with a housing unit(s).

(x)   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 organisation, while you are on the job.

MAKE SURE THAT ALL THE QUESTIONS HAVE BEEN ASKED AND THE ANSWERS ARE RECORDED BEFORE LEAVING THE HOUSEHOLD. UNNECESSARY BLANKS WILL NOT BE TOLERATED.

32.   You should always keep in mind the fact that failure to comply with any of the instructions could lead to the jeopardising 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.

33.   When you identify a household, you should try to isolate it from neighbours by telling them (the neighbours) that you will be visiting 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.

34. 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 household, you should try to get the information about every adult person from himself as far as possible. Do not ask a man to give information about his wife, or a wife to answer for her husband. 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.

35. 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.

Who Should be Enumerated

36. Starting with the head of the household (present or absent), enumerate each and every person, whether visitor or resident, who spent the previous night with the household you are enumerating. You will 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 will then ask for the names of the people who normaly 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.

37. 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 your visit with the household. Occassionally you may come across someone who says that he/she had been already 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.

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

39. 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 in P - 3.

40. When you come across a household attending a funeral, allocate a house number and note in your note book to visit the household later. (Note that an enumerator can only enumerate him/herself wherever he/she spent the previous night).

What to Do if People Are Not at Home

41. 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.

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

i)   Non-contact, i.e. when you fail to find the respondent even after repeated visits;

ii)   Refusal i.e. when the respondent just refuses to give you information, and;

iii)   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 enter code 2 in the box provided under INTERVIEW STATUS.

Types of Schedules

43. In the 1990 Census of Population, Housing and Agriculture one type of each of the following three schedules will be used for enumerating the population in both the rural and urban areas of the country:

i)   Listing Sheet, Form Number CPHA9000;
ii) Main Questionnaire (Population and Housing questionnaire) CPHA9001;
iii) Agriculture Supplement questionnaire CPHA9002;

44. The listing sheet will be used to cover one enumeration area. That is, you will list all the households in your area on this sheet. Instructions on how to complete this form follow in the next chapter.

In the case of the main questionnaire (CPHA9001), one such questionnaire will be used for each household even if there is only one person in that household. The Agriculture Supplement questionnaire will only be completed for households involved in agricultural activities. There can be cases where more than one main or agriculture supplement questionnaire will be used for one household or institution. Such cases are explained in the manual. All these three forms are to be used concurrently. That is, you will complete the Listing Sheet only after completing an interview with a household (including the Agriculture Supplement questionnaire, if any).

45.   Each main questionnaire has space for entering information for twenty 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 twenty persons then you will need additional space.   In such a case use one questionnaire for the first twenty persons and additional questionnaire (s) for more persons. In case there are many persons, you will continue using additional questionnaires until the whole household (or institution) has been enumerated. In order to show that you have used additional questionnaire (s) for the household or institution, you will indicate this in the boxes on top of the main questionnaire as demonstrated below. For example, if you use a total of three (3) questionnaires you start by entering 01 in the first pair of boxes on the first questionnaire, 02 on the second and 03 on the third and last questionnaire.   Then enter 03 in the second pair of boxes on each of the three questionnaires as shown below:
QUESTIONNAIRE NO. ¦0¦1¦ OF ¦0¦3¦; QUESTIONNAIRE NO. ¦0¦2¦ OF ¦0¦3¦; and QUESTIONNAIRE NO. ¦0¦3¦ OF ¦0¦3¦. An entry like QUESTIONNAIRE NO. ¦0¦2¦ OF ¦0¦3¦ will thus mean that this is the second questionnaire of a total of 3 used for this household or institution. You will then transcribe all the identification particulars from the first questionnaire onto all the questionnaires for the household or institution.

46.   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, 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, sister-in-charge in hospital wards, or a more knowledgeable person. For institutional population you will only cover questions in the P – Section and in the case of females aged 12 years or more, you will additionally cover the Fertility Section. You should not ask these people questions on mortality or household characteristics since these are household questions. Management will also give information on housing for the institution.

47.   Detailed instructions on how to complete CPHA9001 follow in the next chapter. After completing the Housing Section of this questionnaire you will find some filter questions to identify households involved in agricultural activities. After identifying such households you will have to complete CPHA9002, the Agriculture Supplement questionnaire, for each such household. Instructions on how to complete the agriculture questionnaire are to be found in the Agriculture Supplement Section (Part II) of this instructions manual.

CHAPTER III - IDENTIFICATION PARTICULARS, SOME DEFINITIONS AND INTERVIEW STATUS

The Enumeration Area

1. 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.

2. Your supervisor will take you around your enumeration area and instruct you with regard to the order in which you will carry out the enumeration. He will specify the order in which the villages should be visited in the rural areas or the streets to be covered in the urban areas. For you to cover your area in an orderly manner you must follow these instructions carefully.

3. Since the co-operation of the people is an essential factor in the success of the Census, your supervisor will introduce you to the local, traditional and Party leaders and other influential persons in the area to solicit their co-operation.

Identification Particulars on Main (Population and Housing) Questionnaire CPHA9001.

Province: (Item 1)

4. Write the name of the province you are operating in in the space provided. You will then enter the province code in box 1. This will be given to you by your supervisor as it appears in Appendix 1.

District: (Item 2)

5. Write the name of the district you are operating in in the space provided, then enter the code, given to you by your supervisor, as it appears in Appendix 1 in boxes 2 and 3.

CSA (CENSUS SUPERVISORY AREA): (Item 3)

6. Your supervisor will give you the number of the CSA in which your work area is located. Enter the number in boxes 4 - 6.

RURAL/URBAN: (Item 4)

7. Write Urban or Rural in the space provided, depending on the area in which you are operating. You will just transfer this information from the map you are using. Enter code 1 for rural or 2 for urban in box 7.

<u>SEA (STANDARD ENUMERATION AREA)</u>: (Item 5)

8.   This is the area allocated to you for enumeration. Your
supervisor will give you your SEA number. Enter the number in box 8 .
Enter the check digit given to you in box 9.

<u>Census Building Number (CBN)</u>: (Item 6)

9.   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.   Enter the number in boxes
10 - 12.

<u>Housing Unit Number (HUN)</u> (Item 7)

10.   Each housing unit will be given a house 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 (see para. 36) but
actually being used as living quarters at the time of the Census are to be
allocated appropriate house numbers.

Examples:

(i)   Census Building Number 032 has three housing units (houses);
          these will be numbered 01, 02 and 03.
(ii)   Census Building Number 033 has only one housing unit; this
          will be numbered 01.
(iii)   Census building number 034 has two housing units; these will
          be numbered 01, 02.
(iv)   In case of a building where there is no housing unit, check
          mark x ([X]) (box 4 under INTERVIEW STATUS) against
          NON-RESIDENTIAL.

        Remember to give it a Census Building Number.
Enter the house number in boxes 13 and 14 after writing it out in the
space provided.

<u>Household Number (HHN)</u>: (Item 8)

11.   Each household within a housing unit will be given a one-digit
serial number - 1,2,3, etc. If the housing unit is vacant then write
"0"against the household number. This will indicate that no one was
living there at the time of enumeration. Enter this number in box 15.
You will then get the housing particulars for the housing unit.

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Village/Locality: (Item 9)

    12. 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.

Residential Address: (Item 10)

    13. 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 number 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 the village will suffice. No codes are necessary in this case.

Chief's Area: (Item 11)

    14. 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 put down is the chief of the area. The name should be one of the names given in Appendix 2 of the list of chiefs for the district. If the name given 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, inform your supervisor about it.

    15. 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 VERY CAREFUL when getting this information. Enter the appropriate code from Appendix 2 in boxes 16 - 18.

Ward: (Item 12)

    16. A ward is a political delineation of an area. There may be more than one locality in one ward. The map you are using does not contain ward boundaries, the respondent will tell you the name of the ward in which his housing unit is located. In case he does not know, the `party chairman` in the area will tell you. Your area might overlap wards, so you should not take it for granted that all the households you are covering should report the same ward. You should first ask before writing this in the space provided. Enter the appropriate codes as they appear in Appendix 9 in boxes 19 - 20.

Institutions/Collective Quarters: (Item 13)

    17. Write the name of the Institution in the space provided. This includes Collective living quarters. The codes for institutions/collective living quarters are as follows:

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                        Code
Hotel/Motel/Inn ------------1
Hostel/Rest House-----------2
Hospital--------------------3
Learning Institution--------4
Prison/Police Cells---------5
Other-----------------------6
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Enter the appropriate code in box 21. In case of a normal housing unit
draw a line across the space provided and enter 8 in box 21.

INTERVIEW STATUS

18. __Interview Occupied__: You will pick this category in cases where
the housing units are occupied and you have enumerated the households.
Enter 1 in box 22.

19. __Non-Contact-Occupied__: You will pick this category after making
sure that the house is occupied, but that you cannot find anybody at home
all through your three visits during the Census period. Enter 2 in box 22.

20. __Not-Interviewed-Vacant__: You will pick this category after making
sure that the house is vacant all through your three visits during the
Census period. Enter 3 in box 22.

21 __Non-Residential__: In case of a building which is not a housing
unit, pick this category and enter 4 in box 22.

SUMMARY   COUNT

22.   Enter the total number of people enumerated in the questionnaire
as listed in P - 3 codes 1 and 2, that is, 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 Summary Count.

ASSIGNMENT RECORD
23. Write your name and put your signature in the spaces provided.
Then enter the date on which you complete the interview. You should do
this for each questionnaire you complete.

SOME DEFINITIONS

Building

24. 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.

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25.    There exist a number of variations to 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.

26.    For Census purposes one or more structures belonging to the same
household on the same premises will be treated as one `building´.
Examples:
            (i)    A house together with detached/independent structures for
                   bathroom,latrine and/or kitchen form one building.
            (ii)   A bungalow (main house) and its detached garage and
                   servants quarters together form one building.
            (iii)  Several huts for the same household constitute one
                   building.
For cases like the above first make sure that all the structures are
part of the same building.
            (iv)   A block of flats forms one building.

27.    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

Housing Unit

28.    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, classrooms 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.

29.    A conventional house (Housing Unit) is a room or set of rooms and
its accessories in a permanent building or structurally separate part
thereof which by the way it has been built, rebuilt or converted is
intended for habitation by one household and is not, at the time of
enumeration, used wholly for other purposes.  Examples: bungalows,
flats/apartments, etc.

30.    A conventional housing unit may be just one structure, several
sructures 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 a shop, an office, etc., or a 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.

31.  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.

32.  Unintended or marginal housing units are places that are not intended for human habitation although in use for such purposes at the time of enumeration.
   Examples: Barns, Warehouses, Caves, Bridges, School Classrooms, Natural Shelters etc. which are being used as living quarters at the time of enumeration.

33.  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 rooms or dormitories, which are shared by occupants.  Examples are hotels, motels, inns, lodges, rooming houses, etc., which provide lodging on a fee basis.

34.  Institutions are sets of premises in a permanent structure or structures designed to house groups (usually large) of persons 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 domitories.
   Examples: Hospitals, military barracks, boarding schools, convents, prisons, etc.

35.  Other is a residual category of living quarters and includes trailers , boats, tents, caravans, etc.

36.  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.

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

Household

38.  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 a head of the household.  Such people are called members of the household.  A household will thus include servants and farm-hands who normally live and eat with other members of the household. There are situations where people eat together and even sleep under one roof, but have different persons whom they regard as head. These should be considered as belonging to 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.

39. A household normally occupies the whole of a Housing Unit (defined above) 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.

Example 1.
A man and his family live in a house at the back of which are two servants' quarters in separate structures 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 structure containing the servants' quarters are on the same remises, and since they eat separately, for Census purposes, they will be given one Census Building Number. The family in the main building will be treated as one household and will be given house number 01 within that census building. The house servant will be treated as a separate household and may be given house number 02 and the gardener, who will also be counted as a separate household, may then be given house number 03.

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 Number but different household numbers.

Example 3.
A house originally intended for habitation by one household but converted into separate rooms each one independent with its own door leading outside or into a common corridor or hallway. For all practical purposes, this is like a block of independent flats and each such independent room should be treated as a housing unit.

Example 4.
A man living in a village has several wives each living with her children in a separate hut or a group of 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.

Usual Household Member
40. 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.

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## Head of Household

41. This will be the person all members of the household regard as the head. He/she is the one who normaly makes day-to-day decisions governing the running of the household. In most cases this will be the husband/father in the household. In cases of one member households, the member will be the head of the household. In many of the households you visit, the head of the household will also be the main respondent, i.e the one giving most of the information. REMEMBER A PERSON DOES NOT BECOME THE HEAD OF A HOUSEHOLD SIMPLY BECAUSE HE/SHE IS THE MAIN RESPONDENT.

## Stickers

42. 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. This sticker will be marked with a census number comprising the "Census Building Number" and "Housing Unit Number" within this building. In the examples in paragraph 10 above the census number will be given as follows:

        (i)   032-01
              032-02
              032-03
       (ii)   033-01
      (iii)   034-01
              034-02

It can be seen that the first three digits in each census number are for the Census Building Number and the last two for the Housing Unit Number within this building.

43. Sometimes you won't 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 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.

44. 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 census numbers, i.e the same census building number but 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.

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

## Listing Sheet CPHA9000.

46. 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 or institution interview. You should start by allocating a household serial number which you will enter in the first three columns headed 'Serial Number'. This number runs serially in your enumeration area and it goes

to three digits, so the first household you visit will get number 001, the next one 002, etc., up to the very last household in your enumeration area. In the case of an institution in your work area you enter an `X´ in the second column. This will indicate that this is not a normal household. Next you transcribe ir˜ormation on census building number, housing unit number, household number and residential address from the identification particulars section on the main questinnaire for the household. If you come across a vacant housing unit enter a `V´ in column 8 and put dashes (----) in the subsequent columns up to column 14. You will get the name of the head of the household (or the name of the institution) and the number of persons enumerated in the household (those who spent the night) from the main questionnaire again. If you completed an agriculture supplement questionnaire for the household, you indicate this with an X in column 13. If you completed a questionnaire(s) for a managed farm(s) for the household indicate the number of such forms (questionnaires) in column 14.

47. Columns 15 to 19 are for interview record. You may have to make several visits to a household before getting the necessary information, for example, if you find the member(s) of such a household leave very early in the morning for their places of work. Enter the date of visit for each visit you make to any such household in column 15 for the first visit, 16 for the second one and 17 for the third one. Enter the date you complete the interview for the household in column 18, and the date you edit the questionnaire(s) for the household in column 19 only after you have edited. You will have notes or comments to make about some of the entries for some of the households which will guide your supervisor or anyone having any questions about the entries. For such notes, space is provided in the last column.

48. For any case to be entered vacant, first make sure it is a vacant housing unit and not that the occupants are away for just a short duration of time since this would mean that you have left a household(s) unlisted. For vacant housing units you will not get information on Household Number, Name of Head, Number of Persons and Agriculture Supplement. You will enter code 3 in the box provided under INTERVIEW STATUS after making sure that the house is vacant all through your visits during the Census period. You will then fill in housing particulars, section H in the main questionnaire.

# CHAPTER IV - GENERAL CHARACTERISTICS

<u>Preliminary Steps</u>

1.    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 has not been built for habitation.  In addition to regular residential buildings 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.  Watchmen 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.  As for people who work during the night but have usual places of residence, their case has already been explained to you in Chapter II paragraphs 39 and 40.

2.    When you get to a housing unit, introduce yourself to whoever meets you that you are from the Department of Census and Statistics 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 repondent but questions about each individual adult should, as far as possible, be directed to each such individual adult persons if they are present.

3.    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 Chapter III para 38).  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 twenty (see Chapter II para.45).  Before starting to enumerate, enter the identification particulars on the front page of the questionnaire.

<u>For All Persons</u>

<u>P - 1 Serial Number</u>

4.    Under these columns, there is enough space for 20 persons. Column number 25 has a set of numbers ranging from 1 to 0 followed by another set ranging from 1 to 0.  For the first 9 names you list under P-2, you are to enter a `0´ in column 24 making the serial numbers 01, 02, 03 up to 09.  If the household has more than 9 people, you should enter a `1´ in column 24 to make serial numbers 10, 11, 12 .... 19.  For a household which has more than 19 people enter `2´ in column 24 to make the serial number 20.  If there are more than 20 persons in a household or institution,  use additional questionnaires (see Chapter II para. 45).  On these additional questionnaires enter 2´s in column 24 to make it 21,22,23,.........,29.  Then you can write 3´s before the digits that follow to make it 30,31,32, and so on. You can continue with 4,5, etc. as needed on subsequent additional schedules for the household/institution.

## General Characteristics: For All Persons

### P - 2 Name

5. In this column write the names of the persons you are enumerating. Start with the name of the head of the household whether or not he 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.

6. 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 a 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.

7. If you find that there is not enough space to write the full names,(first and surname) of the person, then 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.

8. After writing down all the names ensure that they are serially numbered as instructed in P - 1

### P - 3 Membership Status

9. There are three categories to this status:
 i) `Usual member of the household who spent the previous night with the household` given code 1;
 ii) `Visitor who spent the night with the household` given code 2 and,
 iii) `Usual member of the household who did not spend the previous night with the household` given code 3.

In this column enter the appropriate code in the box for each individual depending on his/her membership status. 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 2, the visitors, and lastly the usual members temporarily absent (3), 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.

### P - 4 Relationship

10. Find out the relationship of the person to the head of the household and enter the appropriate relationship code in the box provided. Other relative (code 5 in the questionnaire) will cover relationship by blood, marriage, adoption etc.

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Example:

A household consists of the head, his wife and five children (three boys and two girls), his mother and an unrelated female visitor with her little son.

The head of the household will be entered against serial No. 01; his relationship will be recorded as code 1.

The wife is entered against serial No. 02; her relationship should be recorded as code 2.

The head's children, three boys will then be entered against serial numbers 03, 04 and 05; the three boys' relationship will be recorded as code 3, the two girls will be entered against serial numbers 06 and 07 and their relationship will be recorded as code 3. The mother of the head of the household is entered against serial No. 08; her relationship should be recorded as code 5. The visitor, serial No.09, and her son, serial No. 10, who are unrelated to the head of the household should be recorded as code 6.

11.    For people in institutions, questions P-3, and P-4 are not to be asked. You will just enter 8's in these boxes.

## P - 5  Sex

12.    Enter code 1 for males or 2 for females. 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 since even the name may not reflect the sex of a child.

## P - 6    Age

13.    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 entered in completed years and `00` will be entered for babies less than a year. The age will be entered in two digits, 01, 02, 09, 10, 11,. . .89. Those who are 90 years and over will have age 90 entered.

Example:
A person who is 17 years and 11 months old will have 17 entered as his age (since age is reported in completed years) while an infant who is 4 months old will have `00` entered in the columns since it has not yet completed a year.

14.    In some cases the question on age will not create many 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.

15.    Some people will, however, not know their ages. In such cases you will have to estimate their ages. Ask such a person how long he has been

living in this area, about what time in his life he came here, what he did
then, for how long, how old he was when he left his parents' home, etc.
In this manner you can build his life history. It is also possible to
determine his age by referring to some historical events that he may
remember, e.g., how old he was 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 he may have been when they were occurring. Do not rely completely on
a single event. You should also check this with a later event. A
Calendar of events will be issued to you to help you estimate the ages of
such people.

16. If you have already ascertained the age of some other member 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 son 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.

17. In case you are only given the year of birth and no month, even
after probing, calculate the age by subtracting the year of birth from
1990.

Examples:-

Age of respondent

a) A respondent says he was born on 20th June 1954 and the date on
the day you are visiting the household is 25th August 1990. This
would mean that this respondent turned 36 on his last birthday which
fell on the 20th of June 1990 (i.e 90 - 54 = 36). So you are
supposed to enter 36 in the two boxes for age since we only report
age in completed years.

b) A respondent gives his date of birth as 12th October 1962 and the
date on the day you visit the household is 27th of August 1990. This
means that this respondent will turn 28 when the 12th of October 1990
comes round, (i.e 90 - 62 = 28) but since we are reporting age in
completed years, we just report his age on his last birthday, which of
course is 28 - 1 = 27 completed years, since he has yet to turn 28.
So you enter 27 in the two boxes for age.

NOTE: This question on age will be the last one to be asked of all
persons with code 3 in P - 3.

FOR ALL PERSONS CODED 1 AND 2 IN P - 3

P - 7 Disability

18. A person is disabled if he/she is:
a. Totally Blind;  b. Totally Deaf/Dumb;  c. Crippled or lost
the use of one or more limbs;  d. Mentally Retarded;

If a person has lost the sight of only one eye do not categorise him/her as blind. Persons to be enumerated as deaf are those who are totally deaf. For the dumb, even those who are only able to mumble a few sounds are to be taken as dumb. Loss of limb could mean either that the limb (i.e. a hand or leg) is severed or the person has lost the powers to use the arm or leg. If the response to any of the disability categories is `yes` enter code `1`, if the response is `no` enter code `2` in the appropriate box.

## Migration: For All Persons

19.   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 - 8   Where was....Born? (Birth Place)

20.   In this question "Place" refers to district for cases within Zambia, or country for cases outside Zambia whether the person is Zambian or not. This should be the place of usual residence of the mother of the respondent, at the time of birth of the respondent, and not the hospital or place where she just went to give birth. For persons born in Zambia, write the district of birth and then enter the appropriate code which is provided in Appendix 1 on page 77. Some people may not know the name of the district in which they were born, but they will generally know the name of the Chief`s area. In such cases you should write out the Chief`s area and then later on refer to the list of Chiefs by districts in Appendix 2 on page 79 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 enter the apropriate country code in the three boxes provided. The country codes are given in Appendix 4 on page 93. Do not write the name of the district of a foreign country. Note that a zero, `0` has been added to the district codes in order to standardize them with country codes.

## Rural/Urban:

21.   Find out whether the part of the district in which the person was born was a rural or an urban area at the time of his/her birth. Enter code `1` for Rural and code `2` for Urban. The list of urban areas and townships is given in Appendix 3 on page 89. In case of a foreign country write `8` meaning, not applicable.

## P - 9   What is....`s Country of Citizenship?

22.   Write the name of the country of which the person is a citizen in the space provided. Then enter the appropriate country code in the appropriate boxes. A list of countries and their respective codes is given in Appendix 4 on page 93.

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## P - 10  How Long Has... Been Continuously Living in District?
## (district of enumeration)

23.  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.  Thos who have not completed a month yet will have 01 entered 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 1971,
  then he went to live in Chinsali district where he stayed up to 1980,
  after which he moved to Mansa district and then returned to live in
  Chinsali district in June 1984 where he is living up to now. His
  continuous period of residence in this district is from June, 1984 to
  August 1990,that is 6 years and 2 months . Enter 06 and 02 in the
  respective boxes. You are not to consider the period of his previous
  residence in the district.

## P - 11  Where Was... Living 12 Months Ago? (i.e last August)

24.  In this question you are to ask the respondent his 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 the previous
year.

25.  Write the name of the district in which this person was residing
12 months ago and then enter the appropriate code in the boxes provided.
This can either be the district where he is now residing or another
district.  In case the person lived outside Zambia 12 months ago, write
the name of the country where he was residing at that time and then enter
the appropriate country code.  For infants born less than 12 months ago,
enter 888 in the boxes.

26.  Find out whether the place where the person was living 12 months,
ago was a rural or an urban area.  Enter code `1´ for rural or code `2´
for urban area.  The list of urban areas and townships is given in
Appendix 3 on page 89.  For infants born less than 12 months ago and  for
those who were living outside Zambia at that time enter 8 in the box
provided..

27. If a person is not sure of the district, then ask him the name of the Chief in whose area he was/is living. From this information you can find out the name of the district (see Appendix 2 on page 79).

28. If a person seems uncertain about the period "12 months ago" then ask the question "Where was ....... living this time last year?"

## P - 12 Ethnicity

29. This question refers to the Tribal-Group the person belongs to and in case of Zambians it refers to those who belong to any of the Zambian tribal groups, that is, those belonging to any of the 73 or so indigenous tribes. It is an easy question but can be misunderstood. If a person says his/her parents belong to two different tribes, ask him/her which one he/she identifies himself/herself with. In the case of some Zambians and non-Zambians write the major racial group to which the person belongs, i.e. African, American, Asian or European, then enter the appropriate code in the boxes provided.

## P - 13 What Is...'s Language of Communication?

30. You are now required to find out the two languages the person uses most frequently for his/her day-to-day communication with his\her neighbours, at factory, in office, in market places, etc. You are to Write only two such languages in order of importance. For this purpose two separate columns have been provided. The most used (Predominant) language will be written in the first column and the appropriate code entered in the two boxes. Do the same for the second language. Note that it is not necessary that a person may be able to read and/or write in these languages. The information required here is regarding the languages mostly used by the person.

31. Some people have only one language of communication. In that case write the name of that language in the first column and enter the appropriate code in the boxes provided. Put a dash (-) in the second column and then enter 88 in the two boxes.

## Education: For All Persons 5 Years And Over
## P-14 Can... read and write?

32. Ask if the person can read and write in any language (local languages included). If the person can read and write in any language enter code 1, if not enter code 2 in the box provided.

## P - 15 Does... Go To Any Institution Of Learning?

33. Under this question you are to record the present status of school or college attendance of each person. Enter the appropriate code as it appears in the questionnaire.

34. 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 (Code 1).

b) Apprentices in factories or workshops should not be shown as full-time students.

c) Persons attending night school should be shown as part-time attending (code 2).

d) People on study leave, although sometimes in formal education, e.g studying for a degree, are not full-time students.

e) People engaged in correspondence studies should be assigned code 3

## P - 16   Did...Previously Go to Any Institution of Learning?

35. This question is for persons who answered "No" under P-15. 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 - 17   What highest level of academic education has.... completed?

36. Under highest academic educational level completed a space has been provided to write the year and the educational level completed by each person who has ever attended an educational institution (including correspondence schools). Write the highest level completed whether a person is still attending full time or part-time or has attended previously and is not attending now. Enter the appropriate code in the boxes provided. The codes are given in the last column below on page 32 and in Appendix 5b on page 96. For persons who were educated outside Zambia, write the appropriate Zambian equivalent of the level reached.

Example 1:

If someone had passed standard 5 before 1956, write `1956 Standard 5` and then enter code 06 in the boxes provided.

For cases up to GCE (O) level, when recording highest level of education, the level completed is what matters. While 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
went to study at the University of Zambia. After two years he was
re-directed before completing the programme. For this person write `1980
Form 5´ in the space provided and enter code 12 in the appropriate boxes.
the two years spent at the University are not considered in this case.

37. 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 | 1966-80 | 1981 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(O) | Grade 12GCE(O) | 12 |
| Form 6 lower | Form 6 lower |  |  | 12 |
| Form 6 upper | Form 6 upper | GCE (A) | GCE (A) | 13 |
| University Undergraduate Students |  |  |  | 13 |
| Bachelors Degree |  |  |  | 14 |
| Masters Degree and above |  |  |  | 15 |

38. 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 - 18 What Highest Professional/Vocational Education Has... Completed?

39. All professional or vocational education will be recorded under
this column. The codes for levels are:
1       Certificate
2       Diploma
3       Degree and above (Bachelors, Masters, Doctorate, etc.)

The codes for the different educational programmes are given in
Appendix 5a on page 95.

Examples:

a)    A person passed his Form III examination in 1958.  After that he obtained a certificate in Textile Printing.  Under professional/ vocational education you will write certificate Textile Printing in the space provided and later on, after checking in Appendix 5a on page 95, enter ¦1¦4¦2¦, 1 standing for Certificate and 42 standing for the field in which he got the certificate, that is, Textile trades.

b)    A person passed his Form V examination in 1980.  After that he obtained a Diploma in Electrical Technology.  Write Diploma Electrical Engineering in the space provided and later on enter ¦2¦0¦3¦, 2 standing for Diploma and 03 standing for the field, that is, Electrical Engeneering.

c)    A person passed his Form V examination in 1969.  After that he obtained a Bachelors degree in Agriculture.  Write `Degree in Agriculture´ under professional/vocational column and later on enter ¦3¦3¦9¦ in the boxes provided.

d)    A person passed his/her Bachelor´s degree in Agriculture.  After that he/she obtained Master´s degree in Agriculture. Write `Degree in Agriculture´ under the professional/vocational column.  Later you will enter ¦3¦3¦9¦ in the boxes.  Like in the example above, the first 3 stands for Degree and 39 for Agriculture.

A list of educational programmes is provided in Appendix 5a on page 95.

# CHAPTER V - ECONOMIC ACTIVITY

1.   In this chapter 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/for persons who are at least 12 years old on the day of enumeration.

2.   The persons who are 12 years old and over can be divided into two categories: (i) those working, or not working but interested in work (Labour Force) and; (ii) those neither interested nor available for work (not in Labour Force).

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

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

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

(i)   Mainly looking after own household duties (housewives);
(ii)  Full-time students;
(iii) Not able to work (disabled, too old, invalids);
(iv)  Pensioners;
(v)   Persons living only on rental incomes, past savings, interest, inheritance, gambling income, etc.;
(vi)  Others, who are neither interested nor available for work, such as beggars, vagrants, prisoners, etc.

Economic Activity: For Persons 12 Years and Over

P - 19  What was ...mainly doing in the last 7 days?

5.   Under this question you have to determine the economic activity category to which the person belongs as shown in paragraphs 3 and 4 above. Use the codes as shown in the questionnaire. The reference period in this question is the last 7 days and all persons who will fall under categories 1, 2, 3, 4 or 5 will be treated as the currently economically active population (Labour Force).

Working for pay or profit ( Code 1)

6.   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 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 woking during the reference period.  These should be classified as working.

7.   Persons who had a job and would normally have worked for pay or profit or return in kind but were: (a) prevented from working by temporary illness, bad weather, industrial dispute such as a strike or a lock-out, on suspension and; (b) all persons who had got a new job but had not yet reported for work, are to be classified as working.

8.   Since a person may work for some time and then stop for a period, we shall define a specific reference period during which he may have worked on a regular basis in order to classify him as working or not.

9.   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.

10.   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:

(i)   Agriculture: growing of crops, fruits and vegetables, and raising of poultry and livestock.
(ii)   Fishing and hunting.
(iii)   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 or own consumption

11. Generally, housewives doing only household duties of looking after their own family are not to be regarded as working. Therefore, do not include housewives 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 is having paid employment or works on a family farm or a family business she is then to be regarded as working. Similarly a housewife who looks after another family and is paid for her work in cash or kind is to be regarded as working.

## On Leave ( Code 2 )

12. This code is for 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.

## Unpaid work on household holding or business ( Code 3 )

13. This code is for persons who performed unpaid work during the reference period on a household holding or business.

## Unemployed and Seeking Work? (code 4)

14. This code is for persons who sought a job any time during the preceding week. This will include people who:

(i) registered at an employment exchange;
(ii) went to possible employers to ask for a job;
(iii) wrote a letter or applied for a job;
(iv) asked friends, relatives, neighbours, etc. to help them find a job;
(v) made any effort to start business e.g opening a market stall, clearing a piece of land for an agricultural activity etc.

## Not Seeking Work but Available for Work (Code 5)

15. This code is for persons who were not working but indicate that they would like to have a job but 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?"

## Fulltime Housewife/Homemaker (Code 6)

16. This code is for those females or males who are neither working nor seeking work because they are just attending to household duties (housewives or homemakers).

## Full-time Students (Code 7)

17. This code is for those persons who are full-time students and were not in any employment during the reference period.

## Not Available for Work for Other Reasons (Code 8)

18. This code is for people who were not seeking work and were not housewives or homemakers, during the reference period. This includes those who may not want to work, pensioners, beggers, prisoners, vagrant, gamblers, etc.

## P - 20 What was ....Mainly doing Since 1st August, 1989?

19. Under this question the reference period is the last 12 months, thus persons who will fall under codes 1, 2, 3 or 4 will be regarded as the Usually Economically Active population. The difference from P - 19 is the reference period of 12 months.

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

(i) Did you undertake any regular agricultural work on your own or your family's farm during this agricultural season?
(ii) Did you work as a farm-hand during this agricultural season?
(iii) 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. since 1st August, 1989?

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

21. All respondents who have indicated codes 4, 5, 6, 7, or 8, 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 - 24 (Marital Status).

## P - 21 Employment Status

22. This question is to be asked only of those persons for whom P - 20 is 1,2 or 3 i.e those who are working. Enter the appropriate code in the box provided.

23. 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 will be further explained below.

24. 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 own car as a taxi driver (self employed) for 5 months, then he will be classified as an employee. If he 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 received more income.

Employer (Code 1)

25. An employer is a person who, while himself working in his
own business or farm, also employs other persons to assist him and pays
those people wages or salaries in cash or kind. For such a person code 1
is to be entered in the employment status box (P-21).

Examples:

a) A farmer who employs a tractor driver, a farm hand, etc.;

b) A carpenter who runs his own workshop and employs others as
carpenters, helpers, etc.;

c) A garage owner who employs mechanics in his workshop;

d) A shop owner who employs shop assistants, salesmen, stock
attendants, truck drivers, cashiers, etc.;

e) A butchery owner who employs others as butchers, cleaners, etc.;

f) A factory owner who employs factory workers, a foreman,
a manager, mechanics, an accountant, etc.;

g) A taxi owner who employs drivers to run his taxis;

h) A cinema owner who employs other people to run the cinema,
as gate-keepers, projectionist, cleaners, etc.;

i) A restaurant owner who employs cooks, bar attendants, pick-up
van driver, cashier, etc.

26. A person who is assisted by his own family members whom he does
not pay any wages or salaries is not an employer as his family members are
unpaid family workers. He is to be classfied as `self-employed`. On the
other hand, if he pays wages or salary to his own family member(s) who
runs his business then he is an employer and his family member(s) will be
classified as an employee(s).

27. Only those employing others help to 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.

Employee-Wage and Salary Earner (code 2)

28. Enter code 2 in the box provided 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 who worked for commission are
also to be classified as employees.

## Examples of Employees:

A shop assistant;
A bartender (not the bar owner);
A carpenter working for a contractor;
A miner;
A domestic servant, cook, gardener, security guards, etc.;
A manager of a firm;
A mechanic working for pay in a garage.

**NOTE:**

(i) All Government workers and employees of parastatal and private organisations from an Orderly right up to Secretary to the Cabinet, Managing Directors, etc., are employees.

(ii) All full-time UNIP officials such as Members of the Central Committee, Provincial Political Secretaries, District Governors, etc., will be treated as employees and given code 2.

(iii) Ministers and other Members of Parliament having public funds as their main source of income will be considered as employees. Similarly, chairmen of Service Commissions, and Chairmen of Parastatal Organisations will be treated as employees and will be given code 2.

## Self-employed (code 3)

29. Those 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 and will be given code 3 under the Employment Status column. 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.

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

## Examples:

(i) A subsistence farmer, who does not employ outside labour in his farm except unpaid family workers, will be treated as self-employed.

(ii) An owner of a small family store run by himself is a self-employed person.

(iii) A woman marketeer or a street vendor is a self-employed person.

(iv) A car mechanic running a small repair business on his own is self-employed.

(v) An owner of a small tea-shop or kiosk which he runs himself or with the help of his (unpaid) family members, is a self employed person.

(vi)  A cobbler or a carpenter running repair business without the
      help of others is self-employed.
(vii) A tailor doing his business with no outside helper is
      self-employed
(viii) A contractor doing odd job repairs on his own is
      self-employed.

## Unpaid Family Worker (code 4)

31.  Enter code 4 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 - 22: Occupation

32.  Occupation is the kind of work one does. For each worker write
under the occupation column 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 6 on page 97. If he
was involved in two or more occupations at the same time enter the
occupation in which he spent the larger part of his working time.

33.  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 |

34.  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-mason` for someone who only mixes mortar and hauls
bricks.

## P - 23:  Industry

35.  The industry identifies the type of product or service produced
by the worker and his fellow workers, as distinct from the worker's own
activity (which is his occupation). For each worker write under the
industry column the name of the industry in which he worked during the
reference period. If he was employed in more than one industry then enter
the industry which relates to the occupation already recorded under P - 22
(Occupation column). If he had the same occupation in different industries
then write the current industry in which he worked.

36. A person with a certain skill can work in any industry where his skills are required. His industry classification will depend upon the industry in which he is actually employed.

Examples:

A carpenter may work in:    His corresponding industry classification is:

(i)   A furniture workshop---------->(i)   Furniture manufacturing
(ii)  A building construction
        company --------------------->(ii)  Construction
(iii) Zambia Railways-------------->(iii) Transport

37. 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.

Examples:

|                      | Functions                          | Industry                      |
|----------------------|------------------------------------|-------------------------------|
| Dairy Produce Board: | Prepares milk----------->          | Food manufacturing            |
|                      | Sells milk to retailers-->         | Wholesale trade               |
|                      |                                    |                               |
| Bata Shoe Company:   | Manufactures shoes------->         | Manufacturing of footwear.    |
|                      | Sells shoes------------->          | Retail trade.                 |

38. Write the category of industry with which a person is most associated during the reference period.

39. 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.

40. There is no industry called "Service". For example someone working as a teacher/lecturer is in education industry. He is providing service, but the industry is not service. A trained soldier employed as a security guard at Zambia Breweries is not in security services but working in a `Brewing Industry`. But someone employed by a security company e.g. Anderson security, assigned to guard Zambia Breweries, is in `Security Services`

See Appendix 7 for a list of industries on page 103.

MARITAL  INFORMATION:  For Persons 12 Years And Over

P - 24 Marital Status

41. This question will be asked of/for all persons 12 years and above. For persons who are 12 years of age and above at the time of your interview, the following codes will be entered in the boxes provided.

41

1.        Married:   Marriage may be any permanent living arrangement between a man and a woman to live together and will include church marriages, other religiously approved unions, civil registration at a Boma or other civil ceremony, traditional marriages, or even where no ceremony has been performed but the man and woman are living as husband and wife. All those persons who have a husband/wife at present are to be recorded as married and given code 1.

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 will be given code 2.

3.       Divorced: A man who has divorced (or has been divorced by) his wife and has no other wife now or a woman who has divorced (or has been divorced by) her husband and has no husband now will be given code 3.

4.       Widowed:   A man or woman whose partner died and he/she has no wife/husband at present will get code 4.

5.   Never Married: Are those who have never been in any marital union (marriage). These will be given code 5.

## P - 25 Age At First Marriage

42. This question is meant for all men and women who have ever been married (including those currently in marriage). If the person has been recorded as married, separated, divorced or widowed in P - 24, ask him/her about his/her age at his/her very first marriage. Quite a number of people find it difficult to remember their age at first marriage. You have to probe before you can get the correct response. One of the ways to go about it is by getting the age of the first-born of the respondent, in his/her first marriage. Find out the time lapse between the respondent's first marriage and when this child was born. If it took just a few months, then the age at first marriage of this respondent will be just the difference between the age of the respondent and his/her first-born. If it took some time before the first child was born, then age at first marriage will be the same difference minus the duration between the date of the respondent's first marriage and the date of birth of the first-born. However, if the respondent remembers the date of the first marriage, then you just work out the number of years that have passed since this date and subtract this from the respondent's age now. Enter the age in the boxes provided.

Examples:

a) A respondent reports that she is 32 years old, and she can't remember her age at first marriage. The same respondent reports that her first-born is 9 years old, and this first-born was born about 5 months after the respondent's first marriage. The age at first marriage for this respondent is 32 - 9 = 23.

b) A divorced man who is 45 years of age and was first married in June 1974, says that he can't remember his age at first marriage. Since the date of your visit is August, 1990, the number of years that have passed from the time this man was first married is 90 - 74 = 16. Subtracting this from his age, 45 - 16 = 29, thus 29 will be his age at first marriage.

c)    An elderly woman says that she is in her second marriage, and
from P-6 you know that she is 56 years old. During probing
you discover that she had no child in her first marriage, which
lasted 5 years.  After her divorce a year passed before she
got married to her second husband with whom she had a child in the
same year.  However, this woman can not remember her age at first
marriage, but knows that her first born is 30 years old.  In order
to get her age at her second marriage, work out the difference
between her age and that of her first-born child (56 - 30 = 26).  Now
you know that she was 26 years old when she entered her second
marriage. Since the interest is in her age at first marriage, subtract
6 years which is the duration of her first marriage plus the period
that elapsed before she got married for the second time, from 26
years.  You then get 20 which was her age when she first got married.

NOTE: If it is a male you have been interviewing go to the next person
      or to Mortality Section.

# CHAPTER VI-FERTILITY

1.    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 old and over and they involve only their own children.

## F - 1:  Live Birth

2.    This is a child which, 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. Enter code 1 for "Yes" or code 2 for "No" in the box provided.

## F - 2:  Age at First Live Birth

3.    Ask the female respondent who has ever had a live birth how old she was when she had her first live birth.  You are to record the age of the respondent at the time of  her first live birth. If the first child was born dead, or the first pregnancy was aborted or miscarried, then you have to ask about the second pregnancy, etc., until she says that she gave birth to a child who was alive at the time of birth.  Enter this age (in completed years) in the boxes provided.

## F - 3:  How many children born to you are still alive?

4.    Children still alive include all the children that have been born alive to this particular female throughout her life and are still living. Some of these children may be grown up now and may even have their own children.  Some of her children may have spent the night with the household, some might have spent it elsewhere or may be living with grandparents, uncles, aunts, or other relatives, and some may have gone away in marriage.  You have to record all children ever born to her who are still living.  The number of male and female children is to be recorded separately as indicated in the column.

## F - 4:  Of the children born to you alive how many ...?

5.    The number of male and female children ever born alive to this female is to be recorded separately in three different categories.  These are: still living and still at home with the respondent (i.e staying in the same household with the respondent); still living but staying with some other households e.g other relatives, married off, in institutions e.t.c; and those who have since died (regardless of whether the death took place just after birth or much later in life).

6.   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. 1 male child living with her = 01, 2 children = 02, 10 children = 10 and they should be entered into the respective boxes.  If the answer is none enter 00, never leave a box blank except where there is a `Go To` instruction.

## F - 5: Have you had any live birth since August, 1989?

7.   Do not put this question to females over 50 years of age since it will only be embarassing.  Just enter code "2" in F-5 for such a female. The question is similar to F - 1 except that this time we are trying to find out if the female had a live birth in the "last 12 months".

## F - 6   Of the children born to you alive since August, 1989 how many...

8.   These questions are similar to F - 4, except that this time we are interested in the number of children born alive to this woman during the last 12 months.  Thus while in the former question the reference period was the woman's reproductive life up to now, in the present questions we are concerned only with a period of one year just preceding the date of interview.  Enter the numbers as reported.

## MORTALITY

1.   This is a topic about deaths that occurred in the household over the last 12 months.   It is a sensitive topic to most people, so you have to prepare the respondent and take on an air of concern before you pose the question.

### M - 1:   Has there been any death in this household since August, 1989?

2.   This is a household question and it should be posed to the main respondent.   It should not be asked of institutions.   We are only concerned about deaths which occurred since August, 1989 and only those that involved members of the household.   Deaths of visitors or relatives who were not usually living with the household should be excluded.   If the response is " Yes", enter code 1 in box 24 and ask M - 2, if " No" go to HH-1.

### M - 2:   How many died?

3.   Enter the number of the dead by sex in boxes 25 and/or 26.   Enter 0 for no death of either male or female in the appropriate box.

## HOUSEHOLD CHARACTERISTICS

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

4.   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.   Enter the appropriate code in the box provided.

### HH - 2:   What Is The Main Source Of Energy Used For Cooking by this household?

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

### HH - 3:   What Type Of Toilet Is Used By Members  Of This Household?

6.   Everybody uses some toilet of some sort and we are interested in the type of toilet used by members of the household.   Enter the appropriate code in the box provided.

### HH - 4:   Is This Toilet....

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

## HH - 5: Is This Toilet Exclusively Used By Members Of This Household?

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

## HH - 6: Is This Housing Unit Owned By Any Member Of This Household?

9.    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 - 7, if the response is "No", skip question HH - 7 and go to HH - 8.

## HH - 7: Was This House...

10.    If the response to HH - 6 is `Yes`, then ask how this housing unit was acquired,  Then enter the appropriate code in the box provided depending on the response given.

## HH - 8: Is This Housing Unit Provided Free By The Employer/Friend or Relative Of Any Member Of This Household?

11.    If the response to HH - 6 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.  When housing 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.

12.    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 by the employer.

13.    If the housing unit is provided free by the employer then skip questions HH - 9 and go to HH - 10 since HH - 9 would not be relevant to such a household.  If the response is `No`, then you ask the next question.  In either case enter the appropriate code in the box provided.

## HH - 9: Is This Housig Unit Rented From The Employer Of Any Member Of This Household?

14.    Find out if the housing unit is rented from the employer of any of the members of the household.  If the response is `Yes` enter code 1 in the box and go to HH - 10.  If the response is `No` enter code 2 and go to HH - 11.

## HH - 10:  Is The Employer...

15.  Ask the respondent who the employer is and enter the appropriate code in the box provided.  Go to HH-12 for all the responses to this question.  In cases of domestic servants who are provided with housing by their employers, the response category taken is `Individual´.

## HH - 11:  Is This Housing Unit Rented From...

16.  This question is asked of households who responded "No" in HH - 9, 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 `Individual´.  After getting the response enter the appropriate code in the box provided.

## HH - 12:  Is This Housing Unit Owned By...

17.  The purpose is to know who owns the housing unit.  Find out from the respondent who the owner of the housing unit is.  Enter the appropriate code in the box provided.

## HH - 13a:  How Many Radios Does This Household/Institution own?

```
 |_____|_____|_____|
 39 ----- 41
```

## b:  How MAny Television Sets Does This Household/Institution own?

```
 |_____|_____|_____|
 42 ----- 44
```

18. The purpose for asking these questions is to find out how many households/institutions own radios and/or television sets. Find out how many radios and/or television sets are owned by the household/institution. Ascertain that the radio/television set is actually with the household/institution and is functioning. Enter the number of radios owned by the household/institution in boxes 39 to 41 and the number of television sets in boxes 42 to 44. If the response is none´, enter `000´ in the appropriate set of boxes.

CHAPTER VIII—HOUSING PARTICULARS

1. In this section we are interested in collecting information on housing particulars. A house and a housing unit will mean the same thing for this purpose. There are eight (8) questions concerning each housing unit.

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

3. Since a housing unit is usually occupied by one household, the housing particulars will be entered in section H of the questionnaire for that household. If a household is large in size and therefore you have to use more than one questionnaire, enter the housing particulars only on the first questionnaire, giving the serial number of the questionnaire on which the particulars for this housing unit have been entered on all questionnaires used for the household.

4. If the housing unit is occupied by more than one household, enter the housing particulars only in the questionnaire for the first household enumerated within this housing unit. On top of the housing section of the questionnaires for the other households write `see CBN..., HUN...,HHN...` referring to the CBN, HUN and HHN·on the questionnaire in which the housing particulars are entered.

5. In case of vacant housing units write `Vacant` across section P of the questionnaire and fill the housing particulars in section H. In case of difficulties in identifying the materials and other housing particulars you may seek help from people who know about the housing unit like watchmen, neighbours, etc.

6. 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. You are to record information for each housing unit on a separate questionnaire. If such a building is not occupied, however, it is not to be considered. Do not record anything.

7. If a building is under construction then you must exclude it. However, it is possible that some one may be living in a part of this incomplete building in which case you will consider the occupied part of the building as a housing unit (house) and collect the necessary information about it.

8. If a new building has been completed, but not yet occupied, write `Vacant` across section P, then if possible collect the data about each housing unit. If there are more than one housing units in a building then use one questionnaire for each housing unit. For this exercise a complete house is one which has a roof, walls and a floor.

9.   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

10.   In this question we are interested in knowing the different types of housing units as defined on page 19 Chapter III, e.g. single structure, several structures, etc. Enter the appropriate code in the box provided.

H - 2: Type of Roofing Material

11.   You can easily see the type of roof the housing unit has.In case it is not very obvious or if in doubt, ask the respondent. Enter the appropriate code in the box provided.

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

12.   Generally the walls are plastered both inside and outside. If you are not able to tell, ask the respondent. Enter the appropriate code in the box provided.

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

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

H - 5: Type Of Occupancy

14.   Find out how many households are living in this housing unit. Usually there will be a single household in one housing unit. Sometimes the household may be occupying more than one housing unit. On the other hand you may find more than one household occupying one housing unit, which is actually intended to house just one household. In such a case enter code 3 in box 49 and the number of households sharing this housing unit in box 50. Otherwise, enter the appropriate code in box 49. For conditions 1, 2, 4 or 5 enter 0 in box 50.

H - 6: How Many Livingrooms And Bedrooms Does This Housing Unit Have?

15.   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 to 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. Enter the number of rooms in the box provided for this.

16. Find out the number of livingrooms and bedrooms in the housing unit and enter them in the respective boxes provided.

NOTE: Study and drawing rooms, living or family rooms, play rooms, etc. are to be considered as `rooms` if they meet the above criteria.

H - 7: Does This Housing Unit Have a Kitchen?

17. 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. Enter the appropriate code in the box provided.

H - 8: What Is The Main Source Of Water Supply For This Housing Unit?

18. Find out the main source of water for drinking and cooking for the household and enter the appropriate code in the box provided.

A-1 to A-3 Agricultural Activity

19.These are screening questions aimed at determining whether or not the household being enumerated is an agricultural one or any member of the household is managing an agricultural holding for somebody else. A "No" and/or a "Yes" under A-2 and A-3, respectively, would require that you fill in Agriculture Supplement questionnaire(s). Mark x[X] against the applicable answer categories and enter the codes in the appropriate boxes below for each question.

CHAPTER IX

MAP INTERPRETATION AND UPDATING

MAPS TO BE USED DURING ENUMERATION

1.   There are two kinds of maps which will be used during the 1990 Census of Population, Housing and Agriculture:

(i) MASTER COPY

2.   This map will be used by the Master Trainer, Regional Census Officer and the District Census Officer.

3.   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 Census Supervisory Areas (CSAs) and adjoining CSAs are shown on the map. It will assist the concerned officers to plan their routes of travel during supervision in the district.

(ii) CENSUS SUPERVISORY AREA (CSA) MAP

4.   This map will be used by the Enumerators, Supervisors and Senior Supervisors. It contains 3 - 5 SEAs in urban areas and 2 - 4 SEAs in rural areas. It varies in scale from 1:50,000 (for rural) to 1:5,000 for urban areas. It shows all necessary details, villages, rivers, churches, houses, schools, roads, etc.

STANDARD ENUMERATION AREA (SEA)

5.   These are sub-divisions within the CSA which constitute your work area as an Enumerator. Roads, railwaylines, 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. SEA boundaries are 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 accurancy and timeliness of the Census results.

MAP ELEMENTS

All maps contain the following basic map elements.

a)   North arrow

b)   Scale e.g. 1:50,000

c)   Legend/specification e.g. ----- for footpath,   ■ for a permanent building, ‿‿‿‿‿ for a river,   ⟂ for a hut etc., as indicated on the map.

6.   In the field we locate the position of features in relation to each other in order to determine their direction. On the CSA 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.

N

North Arrow

SCALE

7.   The scale of a map is the relationship between the distance on the map and the actual distance on the ground. This can be 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 represents 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: 2 centimetres on the map = 1 kilometre on the ground.

$$= 1 \text{ Km} = 100,000 \text{ centimetres on the ground}$$

Therefore 1cm = 100,000 divide by 2 cm on the ground

$$= 50,000 \text{ centimetres on the ground.}$$

Thus giving a ratio (scale) of 1:50,000. Where a ratio scale is used, the unit of measurement is immaterial, thus 1:50,000 can be interpreted in several ways for example:

1 centimetre on the map = 50,000 centimetres on the ground
1 millimetre on the map = 50,000 millimetres on the ground
1 foot on the map   = 50,000 feet on the ground

8.   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 on your CSA map enables you to determine distances within your SEA. An example of the graphic scale is shown below;

SCALE 1:50,000

1000m   0   1   2   3   4   5 Kilometres

To get the scale you put the ratios to the same unit of measurement and then write to the lowest common term.

53

MEASURING DISTANCES

A. Paper Strip and the Graphic Scale

9. This is the simplest method to use when one wants to measure
distances. 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 distances on curved roads the same procedure is
followed and the distances between points on each leg (straight
section) of the road is individually measured 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.

B. WHEN WALKING
B.1 PACING

10. In some instances you might find yourself in a situation where you may need to measure distances without any measuring instrument. In this case a simple but carefull pacing procedure is required. Distance is calculated by counting the number of steps between two points and then multiplying by the average length of the pace.
   If a person steps off 120 paces between point A and B and the average length of his pace is 0.5 metre, then the distance between point A and B is 120 x 0.5 or 60 metres.

B.2 DETERMINING LENGTH OF A PACE

11. To determine the average length of your pace proceed as follows:

(i)   On an even surface select two points A and B at least 100 metres apart.
(ii) By walking normally, not taking unusually long or unusually short steps, walk distance AB at least three times in each direction (making 6 trips). Count the number of steps taken in each direction every time.
(iii) Add the total number of paces in each direction. When adding disregard counts that are unusual e.g., if your counts are 150, 153, 168, 152, 145, and 151, disregard 168 and 145. Your average will thus be (150 + 153 + 152 + 151) divided by 4 or 153.3 paces.
(iv) Divide the average number of paces into the distance between A and B. In this case we had 100 metres. Therefore, we divide 153.3 into 100 metres. This gives us an average of 0.65 metres per pace.
This method is a good approximator of distances in the absence of other means of measurement.

PLOTTING

12. Plotting is simply using the graphic scale to locate new features onto the map. It is the conversion of the paces between features to metres and transferring this information on to your map in representative form as per given specification (legend). Assume you have determined the length of your pace as given above, and that you are at point A and you want to plot point B which is not on your map. Start by walking to point B from point A. When you reach point B you find you have travelled 153 paces. In order to get the distance you have travelled you simply multiply 153 by 0.65 which equals 99.45. Thus you can take this to the nearest metre and this gives you 100 metres. Since you are using a map of scale 1:50,000, 100 metres is represented by 2mm on your map. By measuring 2mm in the direction of point B on your map you will be able to plot (locate) the position of point B. You can use this method for all features whenever the necessity to update your map arises.

13. A legend 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.

Example:

REFERENCE

Permanent Building.......... ▓	River or Stream ～＿＿
Village/Locality .... ฅฅฅ	Dambo ...... ＿＿＿＿
Roads:	Furrow..... Fur
Main....Taired	Hills..... ＾＾＾＾
Maintained.......	Outcrop Rock...
Motorable Track.........	Embankment...
Other Tracks........	Mash or Swamp... ⚘ ⚘ ⚘
Boundaries:	Well......... oW
International. ....++++	Spring...... oS
Provincial........	Bore Hole...... oBH
District...........	Reservoir....... o Resr
C.S.A......	Church........
S.E.A............ ••••••••	Depression or Quarry..
Railway Line........	International Boundary
Power Line.........	Pillar...... ▲ BP 23/1...▲
Pipe Line........	Trig. Stations:
Mine......Nampundwe........ ■	Primary...... △
Landing Ground....	Secondary..... ▽
Cemetery/Graveyard......	Unclassified... o
Radio Mast	

ABBREVIATIONS

C.S.A	Census Supervisory Area
S.E.A	Standard Enumeration Area
L.C	Level Crossing
CH	Church
D.G	District Governor
D.S	District Secretary
Lo Ct	Local Court
Mkt	Market
M	Mission
Sch	School
RHC	Rural Health Centre
P.O	Post Office
Hosp	Hospital
Cult	Cultivation
Agr.Dep	Agricultural Depot
Trig.	Trigonometrical

Make sure you know all the symbols that are indicated on the map specification (legend).

A. BOUNDARIES

14. In case of imaginary boundaries (ie. administrative boundaries are usually imaginary) be sure to identify them correctly in the field. Township boundaries at main routes are usually marked by signs (see example).

Welcome to KITWE The Hub of the Copperbelt	SENANGA DISTRICT

15. 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 certainity 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.

d) If you cannot locate and satisfactorily verify a boundary consult your Supervisor or local residents who are familiar with the area.

Locating a CSA/SEA

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

ORIENTATION

17. Always turn the map 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.

C. MAP CORRECTIONS AND UP-DATING

18. The map may be out-of-date or may contain incorrect information about specific ground features. It is your responsibility to correct and update the map as necessary.

(i) Errors or changes in names
If you encounter an error in structure names, first verify that you have located the correct features. If you have, then check with knowlegeable 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.

(ii) New Development

You must add to your map any new features in the area that are not shown such as new roads, buildings etc. Use standard symbols when drawing them on the map. Use the graphic scale for measuring distances between features to ensure proper placement of features.

(iii) Features existing on the Map but not found on the Ground

You may find streets or landmarks on your map that do not exist on the ground. Carefully cross them out using an "X". Do not cross them out completely.

(iv) Road/River Names

Roads and rivers may have names which 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.

(v) Care for Maps

Maps must be kept in good condition in order to be reusable.

CSA maps should be rolled. Should you find it necessary to
fold them in order to fit them in your kit do so neatly. Protect
them from rain, mud and dust.

GEOGRAPHICAL CODING SCHEME

19. 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 to 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, in order to derive precise data aggregates of the areas without
omission or commission. 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.

20. Zambia has 9 provinces, and each province is divided into
districts. None of the 9 provinces has more than 9 districts. The
Central Statistical Office (CSO) demarcates the district into CSAs, which
are further sub-divided into SEAs. The coding system adopted by the CSO
is based broadly on the order of the administrative hierarchy as shown
below:-

ORDER	LEVEL
1st	Province
2nd	District
3rd	Rural/Urban
4th	CSA/SEA

21. Since there are less than 10 provinces in the country, and none
of the provinces has more than 9 districts, the province has been assigned
one digit and the district one digit within a province. The same
arrangement is applied to the Rural/Urban, where one (1) is for rural and
(2) for urban. The CSA has been assigned three digits because in most
cases there are more than 99 CSAs in a district. The SEAs which appear on
the face of the map are assigned one digit each because the maximum number
of SEAs in a CSA does not exceed 5. Examples follow below:

Suppose what appears on the map is: Scale 1: 50,000 on the top left hand
corner,   Republic of Zambia in the center, and CSO-27-1-047 on the right
hand corner.
Scale 1: 50,000 tells us the scale of the map (as a ratio).
Republic of Zambia is the main heading informing us that the map covers a
part of the Republic of Zambia.
CSO-27-1-047 is the main geographical code and tells us the following
information:
        (a) CSO- for Central Statistical Office
-27- province and district as follows;
        (b) 2--- the second province in Zambia (in alphabetical
             order),   i.e, Copperbelt
        (c) 7--- the 7th district in the province (in alphabetical
             order), i.e, Ndola rural
        (d) 1--- standing for Rural CSA
        (e) 047- Census Supervisory Area number 047.

PART II

Chapter X - AGRICULTURAL SUPPLEMENT

1990 CENSUS OF AGRICULTURE - PART I

INSTRUCTIONS FOR ENUMERATORS

PURPOSE:

The purpose of Part I of the Census of Agriculture is to collect basic information pertaining to agricultural activities in the country. Primarily, this exercise is meant to set up the frame which will be used for the Census of Agriculture Part II to be conducted during the 1991-92 agricultural year. The frame will among other things, pinpoint areas where particular field crops, types of livestock and poultry (chickens), are predominant and such information will then be used to establish zones of agricultural activity which will provide a basis for sampling frame construction. The data to be collected will also provide benchmark information which will assist in assessing the quality and reliability of results to be obtained in future sample surveys.

The data to be collected will include types of field crops grown and area planted to these crops during the 1989-90 season.

Information will also be collected on types of livestock and poultry (chickens) reared and their numbers as on the day of enumeration.

COVERAGE:

The Census of Agriculture - Part I will be conducted at the same time as the Census of Population and Housing in all areas of all districts in the country between the months of August and September, 1990.

GENERAL CONCEPTS AND DEFINITIONS

It is important that you familiarise yourself with the various concepts and definitions used for this exercise before embarking on the field work.

DEFINITIONS

Qualified Respondent: is an adult member of the household who is knowledgeable about the household's cropland, livestock and poultry. It is not necessary that all information be given by a single person. A respondent may consult other members present on different items in the questionnaire.

Household: *   consists of all members of one family who are related by blood, marriage, or adoption and including other persons such as house-help or farm-labourers, who normally live together in one house or closely related premises and take their meals from the same kitchen.

A household may also consist of only one member.

Agricultural Household: is a household in which at least one member is carrying out some agricultural activity on the holding belonging to the household, (excluding the growing of vegetables meant for home consumption).

Agricultural Activity: is the growing of any crop and/or raising livestock and/or raising poultry on the household's holding.

Head of Household:*   is the person who is considered to be the head by the other members of the household. The husband, in a matrimonial household, is usually taken as the head of the household. In his absence, it is the wife or the eldest member of the household who assumes the responsibility of head of household.

* For elaboration see the Census of Population and Housing part of this Manual.

Holding:

is all land wholly or partly operated for agricultural purposes i.e., growing of crops and/or raising livestock and/or raising poultry under a single technical management. A holding may consist of one or more parcels (defined below) located in one or more separate areas, provided the parcels share the same means of production, e.g., labour.

Parcel:

is an undivided block of land in the holding entirely surrounded by land and/or water that does not belong to the same holding. It may contain one or several fields growing one or different crops, or it may be left idle or fallow, or it may be under pasture.

Field:

is a piece of land usually cultivated with one crop at a time. In some cases, a number of different crops may be grown in a single field at the same time.

Area Under Mixed Crops:

is the area of the field in which several crops are grown almost simultaneously. The area of such a field has to be apportioned to the constituent crops in the proportion of the field's area occupied by each of the crops in that field. Thus, the area of the field under each of the crops planted in mixture, when added together will be almost equal to the area of the field.

CONCEPTS
CROPS

Maize:

Production of maize should be recorded in dried grain form in 90kg bags. Production of green maize, maize for stockfeed and seed-maize should not be included.

Sorghum:

Quantities of sorghum produced should be recorded in dried grain form in 90kg bags.

Millet:

Includes both bulrush and finger millet. The production of millet should be recorded in dried grain form in 90kg bags.

Rice (Paddy):   Production of rice should relate to
                                 paddy (i.e., rice in husk) in 80kg bags.
                                 Where the quantity of production is
                                 reported in milled or hand-pounded rice
                                 (i.e., rice whose husks have been
                                 removed) then, before recording, this
                                 should be converted to paddy equivalent
                                 by multiplying by 1.5.

Wheat (Irrigated/
Rainfed):   Quantities of production of wheat
                                 (whether irrigated or rainfed) should be
                                 recorded in dried grain form in 90kg bags.
                                 In the case of irrigated wheat which may
                                 not have been harvested by the time of the
                                 Census, record expected production.

Cassava: Is harvested in tuber form but production
                                 may be reported in several forms: tuber,
                                 chips, or in flour form (i.e., pounded
                                 and sieved). For statistical purposes we
                                 will adopt one form in which cassava
                                 production is to be recorded, i.e., flour
                                 form. Therefore, quantities of production
                                 of cassava should relate to cassava
                                 flour in 90kg bags. Where a respondent
                                 reports production quantities in the
                                 form of tuber and/or chips, these
                                 quantities should be converted to flour
                                 equivalents before recording. A
                                 conversion table is provided on page 75.

                                 The following equivalents may also be
                                 used:

    1 Standard Bag of Chips = 50kg of Cassava Flour

   1.8 Standard Bags of Chips = 1 Standard Bag of Cassava Flour

   18 Standard Bags of Chips = 10 Standard Bags of Cassava
                                        Flour

   5 Standard Bags of Raw   = 3 Standard Bags of Cassava
       Cassava (Tuber)   Flour

(A Standard Bag is one which when filled with maize grain,
weighs 90 kilogrammes).

Groundnuts:	May be reported in shelled as well as unshelled form. For Statistical purposes, the concept of shelled groundnuts (i.e., groundnuts without the covers) will be adopted. Accordingly, quantities of groundnut production should relate to shelled groundnuts in 80kg bags. Where a respondent reports production in unshelled form, this should be converted to shelled form before recording, using the conversion table provided on page 74.
Sunflower:	Quantities of sunflower produced should be recorded in dried seed form in 50kg bags.
Seed Cotton:	Production of seed cotton should be recorded in kilogrammes. Where the quantity of seed cotton produced is reported in bales and/or woolpacks, such quantity should be converted to kilogrammes before recording, using the conversion table provided on page 76.
	NOTE: Bales/Woolpacks are of two sizes, viz: small (75 kilogrammes), large (150 kilogrammes).
Soyabeans:	Quantities of soyabeans produced should be recorded in dried seed form in 90kg bags.
Beans:	Include all kinds of beans except soyabeans and ground (round) beans. The quantities of beans produced should relate to dried seed form in 90kg bags.
Tobacco (burley/ Virginia):	Quantities produced should relate to tobacco in cured form in kilogrammes. Where the quantity produced is reported in bundles/bales/packs, such quantity should be converted to kilogrammes before recording, using the Conversion Table provided on page 76.
Livestock:	Includes cattle, goats, pigs, and sheep regardless of age.
Poultry:	Includes chickens, ducks, geese, turkeys, guinea fowls, pigeons.
Chickens:	Include cocks, cockerels, hens, pullets, and chicks.

MISCELLANEOUS

Livestock/
Poultry in
Transit   :   are livestock/poultry which are kept for a short
                      period of time for onward delivery, such as
                      resale, to be given away as gifts (e.g. , dowry),
                      for slaughter, etc. These should not be
                      included among livestock/poultry on the holding.
                      Livestock temporarily away to grazing lands and
                      those on their way to the holding should be
                      included among livestock on the holding.

Endaged in
Agricultural
Activity   :   refers to active involvement in the growing
                      of crops or raising of livestock or raising of
                      poultry or any combination of these activities.

                      Mere ownership of an agricultural holding/farm
                      (without active involvement) which is run by an
                      employee will not warrant the owner of such a
                      holding/farm to be regarded as being engaged in
                      agricultural activity.

SPECIFIC DATA COLLECTION PROCEDURES

NOTE: You will complete
        (a) One questionnaire for each agricultural household.
        (b) One questionnaire for each holding/farm run by an
            employed manager.

        Before you start collecting information on agricultural
activities in which the household is engaged, ensure that the
Identification information is the same as on the 1990 Census of
Population and Housing questionnaire. In other words, copy the
Identification Particulars entered on the Census of Population and
Housing questionnaire onto the Identification Section of the Census
of Agriculture - Part I questionnaire.

        In the top right hand corner of the cover page you are to
enter the total number of questionnaires completed for each
household. The first set of boxes indicates the order in which
the questionnaires were completed while the second set shows the
total number of questionnaires completed e.g. schedule No.02 of
03, which means we have schedule no. 2 of a total of three (3)
schedules completed.

I. IDENTIFICATION PARTICULARS:

All this information will be obtained from the Population and Housing questionnaire.

Item 1: write the name of the province in which you are working, in the space labelled 'Province Name'. Enter the code for the province you have written, in the box numbered '1'.

Item 2: Write the name of the district in which you are working in the space labelled 'District Name'. Enter the district code in the boxes numbered '2...3'..

Item 3: Enter the Census Supervisory Area (CSA) number for the area in which you are working in the boxes numbered '4...6'.

Item 4: Write, in the space provided, 'Rural' if the area you are working in is a rural area, or 'Urban' if the area is urban. Enter in box 7 a '1' if the CSA you are working in is rural, a '2' if the area is an urban area.

Item 5: Enter the Standard Enumeration Area (SEA) number for your assigned area in box 8, and enter the check digit in box 9.

Item 6: Enter the Census Building Number (CBN), assigned during canvassing of the Population and Housing questionnaire in boxes 10...12.

Item 7: Enter the Housing Unit Number (HUN), as assigned earlier, in boxes 13...14.

Item 8: Enter the Household Number, as assigned earlier, in box 15.

Item 9: Write, in the space provided against this item, the name of the village/locality in which the household you are canvassing is located.

Item 10: Write the residential address of the household in the space provided. In the case of a rural area the village/locality name will suffice. If you are in an urban area then the residential address will include such items as the street/road name, street number, house number, and name of location/suburb.

> For example: House No. 19, Chisongo Road, Chilenje South. House Number 254, Section 2, Mufulira.

Item 11: Write the name of the Chief to which your work area belongs in the space provided and enter the Chief's area code in boxes 16...18.

Item 12: Write the name of Ward under which the household as well as the village/locality falls, in the space provided against this item. Enter the code for the Ward in boxes 19...20.

Item 13: Write the name of the head of the household in the space provided. This will be identified by code `1' from P-4 of the Population and Housing questionnaire.

Item 14: Enter the age of the person named in item 13 as written in P-6 of the Population and Housing questionnaire. The age should be entered in boxes 21..22.

Item 15: Enter the sex of the head of the household in box 23. This is obtainable from P-5 of the Population and Housing questionnaire.

Assignment Record: Write your name in the space provided against `Enumerator' and enter the date on which the questionnaire is completed, in the space against where you wrote your name.

Leave the spaces labelled `Supervisor', `Coder' and `Editor' blank.

Interview Status: Place a cross (x) in the appropriate box to indicate whether the interview was completed

or not. Enter the code for the status checked in box 24.

Summary Count: Count all the persons coded `1' and `3' in P-3 of the Population and Housing Questionnaire, i.e., the usual members of the household, both present and absent, and enter the result under `TOTAL'. Using P-5, find out how many of the persons are male and how many are female and enter the numbers in the appropriate boxes.

NOTE: At the bottom of the front page there are two boxes one labelled `Owner-Managed Holding' and the other labelled `Non-owner-Managed Holding'. Check mark the appropriate box to indicate whether the holding is managed by the owner or an employee.

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2. NON-OWNER MANAGED HOLDING/FARM

Item 1.0: Check mark the appropriate box to indicate how the holding/farm is operated. If the farm/holding is managed by the owner check mark box 1. If the farm/holding is managed by someone else who is an employee, then check box 2. Enter the code of the operational status checked in the box provided.

Item 2.0: Find out from the respondent the name of the manager and write it in the space provided.

Item 2.1: Find out from the respondent the name of the farm and write it in the space provided against this item.

Item 2.2: Find out from the respondent the type of ownership of the holding/farm. If it is a Government holding/farm (i.e. National Service, Government, School/College, Prison, etc.), check mark box 1. If it is parastatal check mark box 2 and if it is a private company/institution or individual check mark box 3. Transfer the number of the box you have check marked into the box provided on the right.

Item 2.3 Find out from the respondent the farm number (if any) and write it in the space provided against 'Farm Number'. If the farm is not numbered, then place a dash '-' in the space provided for farm number. Obtain the total area of the holding/farm and record the response in the appropriate land measure unit boxes.

Item 2.4 Obtain, from the respondent or the person who manages the holding/farm, the postal address through which correspondence is conducted and write this in the spaces provided against this item.

Item 2.5 Enter the holding's telephone number (if any) in the space provided. Otherwise enter a dash '-'.

Item 2.6 Write, in the space provided against this item, the description of the physical location of the farm. In other words you ask the respondent to describe to you how to get to the farm easily.

An example of the location description of a farm would be:

2.2   Farm Name: Mulenga Farm

2.6   Physical Location: 5 kilometres from Chilanga on Kafue Road going towards Kafue, turn left and go for 25 kilometres.

3.   CROPS

NOTE: Each listed crop bears a number. The questions to be asked on each one of them are numbered `a', `b', and `c' horizontally. Since the questions are general to the crops, the way to pose them will be discussed in general terms.

Question a   :   Ask the respondent whether the indicated crop was grown on the holding since 1st October, 1989. If the response is `Yes', check box 1 and ask questions `b' and `c'.  If the response is `No', check box 2 and ask about the next crop listed. Do not ask questions `b' and `c' when the response to question `a' is `No' because they will be irrelevant.

Question b   :   If the response to question `a' is `Yes' for the crop that you are dealing with, find out from the respondent the total area that was planted to that crop. The procedure to obtain area planted to a crop may be as follows:

Find out from the respondent how many members of the household grew the crop and then find out how many fields were planted by each member of the household. Having obtained the total number of fields that were planted with the crop on the holding, ask for the area of each field. Find out field by field whether the crop was planted in mixture with another crop and obtain the proportions in which the crops occupied the field. The proportion of the field occupied by the crop will be used to determine the area of the field falling under that particular crop.

Those fields that were not under crop mixture will have their area recorded as reported.
The area for cassava will include the recently planted fields and those which were planted some years back and had cassava in them during the reference period.
For those fields that were under crop mixture, use the proportion given as the part of the field occupied by the crop of interest to calculate the area under it. When you are through with obtaining the area for all the fields reported (both as pure stands and stands in mixture), add up the figures that are reported in the same unit and record the total in the appropriate response boxes in the questionnaire.

NB: A pure stand field is a field in which only one crop has been planted without any other. Cases where pumpkins and/or cowpeas are also planted in a maize field such fields should be regarded as pure stands.

For holdings/farms that are managed by employees, the procedure to be followed will be the same, except that you will not ask for how many members grew the crop but how many fields were planted with the crop.

EXAMPLE: In a household the respondent tells the enumerator that there were two members of the household who grew maize for grain during the 1989/90 crop season. In response to the enumerator's questions the respondent gives the following information:

Member number 1 had two fields

Member number 2 had three fields

The first field for member number 1 was pure stand and had area of 2 1/2 acres.

The second field for member number 1 was in mixture, maize with groundnuts. The area of this field was 3 hectares and the two crops occupied the field in the proportions 2/3 under maize, 1/3 under groundnuts.

The first field for member number 2 was in mixture, maize with sorghum. The area of this field was 4 acres and the two crops occupied the field in the proportions 1/2 under maize, 1/2 under sorghum.

The second field for member number 2 was pure stand and measured 2 1/2 lima.

The third field for member number 2 was also pure stand and measured 1 1/2 hectares.

To obtain the area to be recorded under maize we proceed as follows:

Member 1   field 1   2 1/2 acres
            field 2   3 hectares; 2/3 maize,
                                   1/3 groundnuts
                       i.e., area under maize = 2/3 X 3
                                             = 2 hectares

```
Member 2   field 1    4 acres    1/2 maize, 1/2 sorghum
                       i.e. area under maize = 1/2 X 4
                                             = 2 acres
           field 2    2 1/2 lima maize
           field 3    1 1/2 hectares maize
```

Collect the area of the fields reported in acres, thus:

```
Member 1 field 1   2 1/2 acres
Member 2 field 1   2 acres
Total area reported in acres = 4 1/2 acres = 4.5 acres
```

Record this figure in the boxes labelled 'Acres'.

Collect the area of the fields reported in hectares, thus:

```
Member 1 field 2    2 hectares
Member 2 field 3    1 1/2 hectares
Total area reported in hectares = 3 1/2 hectares
                                = 3.5   hectares
```

Record this in the boxes labelled 'Hectares'

Collect the area of the field reported in Lima, thus:

```
Member 2 field 2   2 1/2 lima
Total area in lima = 2.5 lima
```

The entries in your questionnaire, under maize, will thus be:
```
           4.5 Acres
           3.5 Hectares
           2.5 Lima
```

Remember: You obtained 1 hectare under groundnuts from the second field for member number 1. You also obtained 2 acres under sorghum from the first field for member number 2. These figures should be added to the areas of other fields under the respective crops when you get to collect information on them. If no other fields were planted under these crops then the above responses should be recorded for each crop.

NOTE: The responses on area may also be given in fractions of a unit as indicated in the example above, the decimal equivalents of some commonly reported fractions are given below:

$$1/3 = 0.33 = 0.3 \qquad 1/4 = 0.25 = 0.2$$

$$1/8 = 0.125 = 0.1 \qquad 3/4 = 0.75 = 0.8$$

$$1/2 = 0.5$$

Question c :   Find out from the respondent how much quantity of the crop was produced, preferably obtain the production field by field, and enter the total production in the boxes provided. If, by the time of the Census, the crop is not yet harvested, then obtain expected production. The decimal part of the response boxes is for recording quantities that are fractions of the standard unit.

4. LIVESTOCK

Question 4.0 :   Ask the respondent whether any livestock were raised on the holding (regardless of ownership) since 1st October, 1989. If the response is 'Yes', check box 1 and proceed to ask questions on livestock. If the response is 'No', check box 2 and skip to Question 5.1.

Question 'a' :   Ask the respondent whether the indicated type of livestock was raised on the holding during the reference period. If the response is 'Yes', check box 1 and ask the next question on that type of livestock. If the response is 'No', check box 2 and go to the next type of livestock.

Question 'b' :   Obtain, from the respondent, the total number of the indicated type of livestock that are on the holding, as on the day of enumeration. Enter the number given in the boxes provided for that livestock type (Exclude livestock in transit).

5. CHICKENS

Question 5.1 :   Ask the respondent whether any chickens were raised on the holding during the reference period. If the response is 'Yes', check box 1 and ask question 5.1b. If the response is 'No', check box 2 and end the interview.

Question 5.1b : Find out from the respondent how many
chickens are on the holding as on the
day of enumeration. Enter the figure in
the boxes provided and end the interview.

COMMENTS/REMARKS: Use the space freely for any
calculations, responses you may not be
able to record straight in the
designated spaces in the questionnaire
(e.g., those that will require
conversion to the desired units) or any
unusual circumstances that you may come
across during interview.

CONVERSION TABLE FOR GROUNDNUTS

Standard Bags Unshelled	Quantity Shelled 80 Kg Bags
1/4	0.1
1/3	0.1
1/2	0.1
2/3	0.3
3/4	0.2
1	0.2
2	0.5
3	0.7
4	0.9
5	1.2
6	1.4
7	1.6
8	1.8
9	2.1
10	2.3
11	2.5
12	2.8
13	3.0
14	3.2
15	3.5
16	3.7
17	3.9
18	4.2
19	4.4
20	4.6

CONVERSION TABLE FOR CASSAVA

RAW CASSAVA Standard Bags Raw Cassava	Cassava Flour 90 Kg Bags	50 Kg Bags Dry Chips	Cassava Flour 90 Kg Bags
1/4	0.2	1/4	0.1
1/3	0.2	1/4	0.2
1/2	0.3	1/2	0.3
2/3	0.4	2/3	0.4
3/4	0.5	3/4	0.4
1	0.6	1	0.6
2	1.2	2	1.1
3	1.8	3	1.7
4	2.4	4	2.2
5	3.0	5	2.9
6	3.6	6	3.3
7	4.2	7	3.9
8	4.8	8	4.4
9	5.4	9	5.0
10	6.0	10	5.6

CONVERSION TABLE FOR COTTON AND TOBACCO

| COTTON BALES | COTTON IN KG | | TOBACCO BALES | TOBACCO IN KG | | | |
	WHEN BALE IS SMALL	WHEN BALE IS LARGE		CP	EP & CB	SP	OTHER
1/4	19	38	1/4	18	11	10	13
1/3	25	50	1/3	23	15	20	17
1/2	38	76	1/2	35	23	30	25
2/3	50	100	2/3	47	30	40	34
3/4	56	112	3/4	53	34	45	38
1	75	150	1	70	45	60	50
2	150	300	2	140	90	120	100
3	225	450	3	210	135	180	150
4	300	600	4	280	180	240	200
5	375	750	5	350	225	300	250
6	450	900	6	420	270	360	300
7	525	1050	7	490	315	420	350
8	600	1200	8	560	360	480	400
9	675	1350	9	630	405	540	450
10	750	1500	10	700	450	600	500

CP   Central Province
EP   Eastern Province
SP   Southern Province
CB   Copperbelt Province

APPENDIX 1

CODES OF PROVINCES AND DISTRICTS
(Province Codes for Item 1: District Codes for Item 2 on Identification, P - 8 and P - 11).

PROVINCE	DISTRICT	CODE
CENTRAL		1
	Kabwe - Rural	011
	Kabwe - Urban	012
	Mkushi	013
	Mumbwa	014
	Serenje	015
COPPERBELT		2
	Chililabombwe	021
	Chingola	022
	Kalulushi	023
	Kitwe	024
	Luanshya	025
	Mufulira	026
	Ndola - Rural	027
	Ndola - Urban	028
EASTERN		3
	Chadiza	031
	Chama	032
	Chipata	033
	Katete	034
	Lundazi	035
	Petauke	036
LUAPULA		4
	Kawambwa	041
	Mansa	042
	Mwense	043
	Nchelenge	044
	Samfya	045
LUSAKA		5
	Luangwa	051
	Lusaka - Rural	052
	Lusaka - Urban	053
NORTHERN		6
	Chilubi	061
	Chinsali	062
	Isoka	063
	Kaputa	064
	Kasama	065
	Luwingu	066
	Mbala	067
	Mpika	068
	Mporokoso	069

NORTH - WESTERN		7
	Mufumbwe (Chizera)	071
	Kabompo	072
	Kasempa	073
	Mwinilunga	074
	Solwezi	075
	Zambezi	076
SOUTHERN		8
	Choma	081
	Gwembe	082
	Kalomo	083
	Livingstone	084
	Mazabuka	085
	Monze	086
	Namwala	087
	Siavonga	088
	Sinazongwe	089
WESTERN		9
	Kalabo	091
	Kaoma	092
	Lukulu	093
	Mongu	094
	Senanga	095
	Sesheke	096

APPENDIX 2
LIST OF CHIEFS BY DISTRICTS

(For Item 10 on Identification)

CENTRAL PROVINCE

Kabwe rural

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

COPPERBELT

Ndola Rural

201 - Senior Chief Chiwala
202 - Chief Fungulwe
203 - Chief Kalunkunya
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

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

311 - Chief Chanje
312 - Chief Chikuwe
313 - Chief Chinunda
314 - Chief Chinyaku
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 Mnukwa
326 - Paramount Chief Mpezeni
327 - Senior 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 Mwanya
341 - Senior Chief Mwase-Lundazi
342 - Chief Pikamalaza
343 - Chief Zumwanda
344 - Chief Kapichila
345 - Chief Chitungulu
346 - Chief Kazembe

Petauke

347 - Senior Chief Kalindawalo
348 - Senior Chief Lwembe
349 - Chief Mwanjabanthu
350 - Chieftainess Mwape
351 - Chief Ndake
352 - Chief nyalugwe
353 - Chief Nyamphande
354 - Chieftainess Nyanje
355 - Chief Sandwe
356 - Chief Mumbi

LUAPULA PROVINCE

Kawambwa

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

Mwense

415 - Chief Kashiba
416 - Chief Katuta
417 - Chief Lubunda
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

Mansa

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

Samfya

428 - Chief Kasoma-Bangweulu
429 - Chief Chitembo
430 - Senior Chief Kalima-Nk
431 - Chief Kasoma-Lunga
432 - Chief Mbulu
433 - Senior Chief Kalasa-Mu
434 - Chief Mulakwa
435 - Chief Mulongwe
436 - Chief Bwalya-Mponda
437 - Chief Mwansakombe
438 - Senior Chief Mwewa
439 - Chief Nsamba

LUSAKA PROVINCE

Luangwa (Feira)

501 - Senior Chief Mburuma
502 - Chief Mpuka

Lusaka Rural

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

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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

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

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

Mporokoso

647 - chief Chitoshi
648 - Chief Shibwalya-Kapilya
649 - Chief Mporokoso
650 - Chief Mukupa-Kaoma

Kasama

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

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

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

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NORTH - WESTERN PROVINCE

Mufumbwe (Chizera)

701 - Chief Chizera
702 - Chief Mushima

Kasempa

706 - Chief Ingwe
707 - Senior Chief Kasempa

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

Kabompo

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

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

Zambezi

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

SOUTHERN PROVINCE

Choma

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

Kalomo

808 - Chief Chikanta
809 - Chief Moomba
810 - Chief Mukuni
811 - Chief Musokotwane
812 - Chief Nyawa
813 - Chief Sekute
814 - Chief Simwatachela
815 - Chife Sipaturiyana

Monze

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

Siavonga

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

Gwembe

806 - Chief Chipepo
807 - Chief Munyumbwe

Mazabuka

816 - Chief Mwanachingwala
817 - Chief Mwenda
818 - Chief Naluwama
819 - Chief Sianjalika

Namwala

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

Sinazongwe

840 - Chief Mwemba
841 - Chief Sinazongwe

WESTERN PROVINCE

Kalabo
(Chieftainess Mbowanjikakana)
901 - Induna Akabati
902 - Induna Chumbulu
903 - Induna Imbwae
904 - Induna Katusi
905 - Induna Kaongolo
906 - Induna Kaonga
907 - Induna Kayombo
908 - Induna Likubi
909 - Induna Lioko
910 - Induna Lwambo
911 - Induna Lwandamo
912 - Induna Malala
913 - Induna Manyima
914 - Induna Mukubesa
915 - Induna Mulepu
916 - Induna Mundandwe
917 - Induna Mundia
918 - Induna Mwanamambo
919 - Induna Mwanamawa
920 - Induna Mwanamungela
921 - Induna Mwenemundu
922 - Induna Nalubuto
923 - Induna Nalwendo
924 - Induna Namakaya
925 - Induna Namulimbwa
926 - Induna Nasando
927 - Induna Simayumbula

Kaoma
(Chief Litia)
928 - Induna Iluya
929 - Induna Kakumba
930 - Induna Kabilamwandi
931 - Induna Kanguya
932 - Induna Kasabi
933 - Induna Kahare
934 - Induna Kasimba
935 - Induna Mayankwa
936 - Induna Mufaya
937 - Induna Mwanambuyu
938 - Induna Mwanatete
939 - Induna Nyombe
940 - Induna Tibinga
941 - Induna Mutondo

Lukulu
(Chief Imwiko)
942 - Chief Akabati
943 - Chief Litondo
944 - Chief Imbuwa
945 - Chief Mushashu
946 - Chief Mundandwe
947 - Chief Mwenda
948 - Chief Nawasilundu
949 - Chief Silembe
950 - Chief Likubi
951 - Induna Lukama

Mongu
(Paramount Chief The Litunga
952 - Induna Imamuna
953 - Induna Inyamawina
954 - Induna Ishewambuto
955 - Induna Munono
956 - Induna Mukulwambula
957 - Induna Mwanang'umune
958 - Induna Mwenechiengele
959 - Induna Ikanjiwa
960 - Induna Solami
961 - Induna Nawasilundu
962 - Induna Sikwa
963 - Induna Yusikwakuonga

Senanga
(Chieftainess Litunga-La-Mboela)
964 - Induna Imonga
965 - Induna Imenda
966 - Induna Imutulo
967 - Induna Ikubiana
968 - Induna Indopu
969 - Induna Imukondo
970 - Induna Mukata
971 - Induna Mushemi
972 - Induna Sambiana
973 - Induna Ololo
974 - Induna Yutanga
975 - Induna Nalopu
976 - Induna Mwanamwalie
977 - Induna Lukama

Sesheke
(Senior Chief Inyambo)

978 - Induna Imbwae
979 - Induna Imalenda
980 - Induna Aibelilwe
981 - Induna Matape
982 - Induna Matako
983 - Induna Mukwae
984 - Induna Mulauli
985 - Induna Mupengu
986 - Induna Mwanza
987 - Induna Nalisa
988 - Induna Katundu
989 - Induna Sabukube
990 - Induna Sakakuwa
991 - Induna Sifuwe
992 - Induna Sibofu
993 - Induna Nasando
994 - Induna Silumbu

	Ushaa
	Kaombwe
	Nanjeko
	Lukulo
	Litawa
	Ndanda and Simaa:
	Tungi
	Nga´nga
	Tapo and Lubotwe:
	Ndau
	Lukweta

907 - Chief Chiengele	Mushuwa
	Nang´oko
	Namitome
	Mushitu and Mombo
	Nalinanga
	Nakalomo
	Sana and Mukulo
	Makapaela
	Isambai
	Machuu

908 - Chief Kandala	Yuka
	Mabumbu
	Siwa
	Kaanda
	Mawawa

SENANGA

909 - Chieftainess Litunga-La-Mboela	Nalolo
	Ukolo and Mwandi
	Nasilimwe
	Sekela
	Sinungu
	Liliachi

910 - Chief Lukama	Silowana
	Kaunga
	Mulonga
	Sitoti
	Bushanjo
	Lumbe
	Lui
	Lukanda
	Wanyau
	Itufa
	Liangati
	Mukukutu
	Nasiwayo

SESHEKE

911 - Senior Chief Inyambo (Lubasi Ilute)

Mwandi
Mabumbu
Sankolonga
Machile-North
Loanja
Luamuloba-North
Machile
Katongo
Luampungu
Mushukula
Lusu
Kalungu
Silumbu
Nalisa
Luamuloba-South
Imusho
Luazamba
Nawinda

APPENDIX 3

URBAN AREAS AND TOWNSHIPS BY PROVINCES AND DISTRICTS
(For Item 4 on Identification and other Rural/Urban Qs.; P-8 and P-11)

Province	District	Township
CENTRAL -	Kabwe Rural	Chibombo Chisamba Kapirimposhi
	Kabwe Urban	Kabwe Municipal
	Mkushi	Mkushi Township
	Mumbwa	Mumbwa Township Nampundwe
	Serenje	Serenje Township
COPPERBELT -	Chililabombwe	Chililabombwe Municipal
	Chingola	Chingola Municipal
	Kalulushi	Chambishi Township Kalulushi Municipal
	Kitwe	Kitwe City
	Luanshya	Luanshya Municipal
	Mufulira	Mufulira Municipal
	Ndola Rural	Masaiti Boma Mpongwe
	Ndola Urban	Ndola City

EASTERN	–	Chadiza	Chadiza Township
		Chama	Chama Township
		Chipata	Chipata Township
		Katete	Katete Township
		Lundazi	Lundazi Township
		Petauke	Kacholola Nyimba Petauke Township
LUAPULA	–	Kawambwa	Kawambwa Township Mwansabombwe
		Mansa	Mansa Township
		Mwense	Mwense Township
		Nchelenge	Nchelenge Township
		Samfya	Samfya/Mwamfuli Township
LUSAKA	–	Luangwa (Feira)	Luangwa Township
		Lusaka Rural	Chongwe Kafue Rufunsa
		Lusaka Urban	Chilanga Lusaka City

	NORTHERN –	Chilubi	Chilubi Township
		Chinsali	Chinsali Township
Chinsali		Isoka	Isoka Township Nakonde
		Kaputa	Kaputa Township
		Kasama	Kasama Township Mungwi
		Luwingu	Luwingu Township
		Mbala	Mbala Township Mpulungu
		Mpika	Mpika Township
		Mporokoso	Mporokoso Township
NORTH-WESTEN –		Kabompo	Kabompo Township
		Kasempa	Kasempa Township
		Mufumbwe (Chizera)	Kalengwa Mine Mufumbwe Township
		Mwinilunga	Mwinilunga Township
		Solwezi	Kansashi Mine Solwezi Township
		Zambezi	Zambezi Township

SOUTHERN	–	Choma	Batoka Township
			Choma Township
			Mbabala
			Pemba Township
		Gwembe	Gwembwe Township
		Kalomo	Kalomo Township
			Zimba
		Livingstone	Livingstone Township
		Mazabuka	Kafue Gorge
			Kaleya
			Magoye
			Mazabuka Township
			Nega-Nega
		Monze	Chisekesi
			Monze Township
		Namwala	Itezhi-Tezhi
			Namwala Township
		Siavonga	Chirundu
			Siavonga (Kariba)
		Sinazongwe	Maamba Township
			Sinazongwe
WESTERN	–	Kalabo	Kalabo Township
			Sikongo
		Kaoma	Kaoma Township
		Lukulu	Lukulu Township
		Mongu	Limulunga
			Mongu Townshiplunga
			Namushakende
		Senanga	Senanga Township
			Shangombo
		Sesheke	Katima-Mulilo
			Mulobezi
			Sesheke Township

APPENDIX 4

LIST OF COUNTRIES AND THEIR CODES

(For P - 8, P - 9, and P - 11)

AFRICA

101 - Algeria
102 - Angola
103 - Benin
104 - Botswana
105 - Burundi
106 - Cameroon
107 - Cape Verde Islands
108 - Central African Republic
109 - Chad
110 - Comoros
111 - Congo
112 - Egypt
113 - Equatorial Guinea
114 - Ethiopia
115 - Gabon
116 - Gambia
117 - Ghana
118 - Guinea
119 - Guinea-Bissau
120 - Ivory Coast (Cote´d´Ivoire)
121 - Kenya
122 - Lesotho
123 - Liberia
124 - Libya

125 - Madagascar
126 - Malawi
127 - Mali
128 - Mauritania
129 - Mauritius
130 - Morocco
131 - Mozambique
132 - Niger
133 - Nigeria
134 - Rwanda
135 - Senegal
136 - Sierra Leone
137 - Somalia
138 - South Africa
139 - South West Africa (Namibia)
140 - Sudan
141 - Swaziland
142 - Tanzania
143 - Togo
144 - Tunisia
145 - Uganda
146 - Upper Volta (Burkina Fasso)
147 - Zaire
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 - Philipoines
210 - India	231 - Saudi Arabia
211 - Indonesia	232 - singapore
212 - Iran	234 - Sri Lanka
213 - Iraq	235 - Syria
214 - Israel	236 - Taiwan
215 - Japan	237 - Thailand
216 - Jordan	238 - United Arab Emirates
217 - Kampuchea	239 - Vietnam
218 - Korea, Dem. P.R. of	240 - Yemen, Arab Rep. of
219 - Korea, Rep, of	241 - Yemen, P.D Rep of
220 - Kuwait	242 - 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 - U.S.S.R.
	429 - Yugoslavia
	430 - Other, Europe

LIST OF EDUCATIONAL PROGRAMMES
(For P - 18 Professional/Vocational Education)

CODES
01= Natural science (e.g., biological science programme, chemistry programme, geological programme, etc).
02= Civil engineering
03= Electrical and electronic 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 drink processing trades programmes
41= Wood working
42= Textile trades
43= Leather trades
44= other programmes

NOTE: Educational Programmes have been given two digits only, but the Questionnaire has provision for entering three digits, therefore the first digit you enter will indicate the level of that educational programme. The following are the codes to indicate the level:
1. Certificate   2. Diploma   3. Degree

APPENDIX 5b

ACADEMIC EDUCATION CONVERSION TABLE
(Relatively Equivalent Academic Education Levels)

(For P - 17)

Before 1956	1956-65	1966-80	1981 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 12 GCE(0)	12
Form 6 Lower	Form 6 Lower			12
Form 6 Upper	Form 6 Upper	GCE (A)	GCE (A)	13
University Undergraduate Students		"	"	13
Bachelors Degree	"	"	"	14
Masters Degree and Above	"	"	"	15

APPENDIX 6 OCCUPATION CODES

<u>(For P - 22: Occupation)</u>

011= Chemists
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 = Bactorialogists, 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 Assistants
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 Teahers
135 = Special Education Teahers
139 = Teachers not elsewhere classified
141 = Ministers of Religion and Related Members of Religious
      Orders
149 = Workers in Religion 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,Antropologists 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 Admnistrators
211 = General Managers
212 = Production Managers (Except Farm)
219 = Managers not elsewhere classified
300 = Clerical Supervisors
310 = Government Executive 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
      elsewhere classified
341 = Book - Keeping and Calculating Machine Operators
342 = Automatic Data - Processing Machine Operators
351 = Railway Station Masters
352 = Postmasters
359 = Transport Communication Supervisors not 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 Estate and Securities Salesmen
442 = Business Services Salesmen
443 = Auctioneers
451 = Salesmen, Shop Assistants and Demonstrators
452 = Street Vendors, Cannassers and Newsvendors
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 = Charworkers, Cleaners and Related Workers
560 = Launderers, Dry - Cleaners and Pressers
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 Furnacemen
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 Beverage 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 = Patternmakers 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, Hasseraiths 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 Machanics
844 = Aircraft Engine Machanics
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 Ceramics 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 Typsetters
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 Parquentry workers
955 = Plasters
956 = Insurators
957 = Glaziers
959 = Construction workers not elsewhere classified
961 = Power-Generating Machinery Operators
962 = Stationary Engine and Related Epuipment 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 Batmen
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
      Inadeqately Described
999 = Not Stated

111= Agricultural and Livestock Production
112 = Agricultural Services
113 = Hunting and Game Propagation
121 = Forestry
122 = Logging
130 = Fishing
210 = Coal Mining
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 Fur, except Footwear and Wearing Apparel
324 = Manufacture of Footwear, except Vulcanised or Moulded Rubber
    or Footwear
331 = Manufacture of Wood and Cork Products 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 Earthernware
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 Servies
941 = Motion Picture and other Entertainment Services
942 = Libraries, 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.

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

PROVINCE/DISTRICT	CODE	WARD NAME

CENTRAL PROVINCE

PROVINCE/DISTRICT	CODE	WARD NAME
Kabwe Rural	01	Chamuka North
	02	Chamuka South
	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	Ngabwe
	20	Mukubwe
	21	Lwanchele
	22	Chipepo
	23	Mpunde
	24	Chibwelelo
	25	Kapiri-Mposhi
Kabwe Urban	01	Chindwin
	02	Kalonga
	03	Mpima
	04	Luangwa
	05	Highridge
	06	Justin Kabwe
	07	Ramushi
	08	Njanji
	09	Chirwa
	10	Luansansa
	11	Nakozi
	12	Kaputula
	13	Waya
	14	Kohima
	15	Chililalila
	16	Moomba
	17	Makululu
	18	Ben Kafupi

PROVINCE/DISTRICT	CODE	WARD NAME
CENTRAL PROVINCE (CONT'D)		
Kabwe Urban	19	Kawama
	20	Munga
	21	Munyama
	22	Muwowo
	23	Bwacha
	24	Chimanimani
	25	Ngungu
	26	Zambezi
	27	Kangomba
Mkushi	01	Upper Lusemfwa
	02	Chalata
	03	Nshinso
	04	Munshibemba
	05	Nkumbi
	06	Musofu
	07	Tembwe
	08	Chikanda
	09	Chibefwe
	10	Munshimbili
	11	Lunchu
	12	Munda
	13	Changondo
	14	Kakwelesa
	15	Kampumba
	16	Kamimbya
	17	Mwalala
	18	Chipaba
	19	Chingombe
	20	Kalwa
Mumbwa	01	Nampundwe
	02	Makombwe
	03	Milandu
	04	Kalundu
	05	Chabota
	06	Kapyanga
	07	Chisalu
	08	Choma
	09	Nalubanda
	10	Myooye
	11	Nambala
	12	Chibolio
	13	Shimbizhyi
	14	Nangoma

PROVINCE/DISTRICT	CODE	WARD NAME

CENTRAL PROVINCE (CONT'D)

Mumbwa	15	Nakasaka
	16	Sanje
	17	Mumba
	18	Mupona
	19	Mpusu
	20	Kalwanyembe
	21	Nalusanga
Serenje	01	Lulimala
	02	Chipundu
	03	Luombwa
	04	Chalilo
	05	Ng'answa
	06	Musangashi
	07	Muchinda
	08	Muchinka
	09	Chitambo
	10	Mailo
	11	Kanona
	12	Kabamba
	13	Ibolelo
	14	Masaninga
	15	Chibale
	16	Sancha
	17	Lukusashi
	18	Chisamo
	19	Kabansa
	20	Serenje

COPPERBELT PROVINCE

Chililabombwe	01	Kafue
	02	Mvula
	03	Mathew Nkoloma
	04	Silwizya
	05	Helen Kaunda
	06	James Phiri
	07	Chitimukulu
	08	Yeta
	09	Ngembe
	10	Kamima
	11	Nakatindi
	12	Mukuka
	13	Yotamu Muleya
	14	Joseph Mwilwa
	15	Mumba
	16	Anoya Zulu

PROVINCE/DISTRICT	CODE	WARD NAME
COPPERBELT PROVINCE (cont'd)		
Chililabombwe	17	Kawama
	18	Chitambi
	19	Kokoso
	20	Chilimina
Chingola	01	Kapisha
	02	Kabundi
	03	Kasala
	04	Buntungwa
	05	Nsansa
	06	Sekela
	07	Mchanga
	08	Kwacha
	09	Chingola
	10	Chiwempala
	11	Kabungo
	12	Chitimukulu
	13	J.J. Daka
	14	Chabanyama
	15	Chimfwembe
	16	Twatasha
	17	Chikola
	18	Lulamba
	19	Kasompe
	20	Mimbula
	21	Musenga
	22	Kalilo
	23	Ipufu
	24	Muchinshi
	25	Mutenda
Kalulushi	01	Remmy Chisupa
	02	Kankonshi
	03	Chibuluma
	04	Ngwesha
	05	Kafue
	06	Luapula
	07	Songwe
	08	Kalungweshi
	09	Ichimpe
	10	Lukoshi
	11	Lulamba
	12	Chambishi
	13	Musakashi
	14	Chembe
	15	Chati
	16	Lubuto

PROVINCE/DISTRICT	CODE	WARD NAME
COPPERBELT PROVINCE (CONT'D)		
Kalulushi	17	Mwambashi
	18	Buseko
	19	Kalengwa
Kitwe	01	Itimpi
	02	Twatasha
	03	Buntungwa
	04	Chimwemwe
	05	Lubuto
	06	Kwacha
	07	Ipusukilo
	08	Riverside
	09	Bupe
	10	Ndeke
	11	Kamfinsa
	12	Kafue
	13	Buchi
	14	Parklands
	15	Mukuba
	16	Miseshi
	17	Mindolo
	18	Luangwa
	19	Chamboli
	20	Chibote
Luanshya	01	Kawama
	02	Chilambula
	03	Buntungwa
	04	Chitwi
	05	Fisenge
	06	Twashuka
	07	Mipundu
	08	Zambezi
	09	Lavy Chito
	10	Mikomfwa
	11	James Phiri
	12	Buteko
	13	Mpelembe
	14	Kafubu
	15	Nkoloma
	16	Lumumba
	17	Kafue
	18	Mulungushi
	19	Justin Kabwe
	20	Mpatamatu
	21	Nkulumashiba
	22	Baluba
	23	Kansengu

PROVINCE/DISTRICT	CODE	WARD NAME
COPPERBELT PROVINCE (CONT'D)		
Luanshya	24	Milyashi
	25	Ngebe
Mufulira	01	Kafue
	02	Kansuswa
	03	Kawama
	04	Kasempa
	05	Hankey Kalanga
	06	Kamuchanga
	07	Chachacha
	08	Buntungwa
	09	John Kampengele
	10	Bwananyina
	11	Mutundu
	12	Francis Mukuka
	13	Maina Soko
	14	David Kaunda
	15	Bwafwano
	16	Mulungushi
	17	Shinde
	18	Bwembya Silwizya
	19	Luansobe
	20	Kwacha
	21	Butondo
	22	Fibusa
	23	Mpelembe
	24	Minambe
	25	Murundu
	26	Taungup
Ndola Rural	01	Mushingashi
	02	Kabundi
	03	Lufwanyama
	04	Kafubu
	05	Mpindi
	06	Kasonga
	07	Chibanga
	08	Sokontwe
	09	Mwelushi
	10	Kashiba
	11	Ipumbu
	12	Mpongwe
	13	Kasamba
	14	Ibenga
	15	Nyenyeshi
	16	Miengwe
	17	Shimibanga
	18	Katuba

PROVINCE/DISTRICT	CODE	WARD NAME
COPPERBELT PROVINCE (CONT'D)		
Ndola Rural	19	Itabwa
	20	Mutaba
Ndola Urban	01	Kansenshi
	02	Nkwazi
	03	Yengwe
	04	Chipulukusu
	05	Kanini
	06	Itawa
	07	Kafubu
	08	Skyways
	09	Masala
	10	Kaloko
	11	Kabushi
	12	Mukuba
	13	Lubuto
	14	Kantolomba
	15	Mushili
	16	Munkulungwe
	17	Toka
	18	Kavu
	19	Chichele
	20	Twapia
	21	Kawama
	22	Kamba
	23	Chifubu
	24	Fibobe
	25	Pamodzi
	26	Kalewa
	27	Tug-Argan
	28	Ingwe

PROVINCE/DISTRICT	CODE	WARD NAME
EASTERN PROVINCE		
Chadiza	01	Mangwe
	02	Naviluzi
	03	Chilenga
	04	Chamandala
	05	Kampini
	06	Ambidzi
	07	Taferansoni
	08	Kabvumo
	09	Kandabwako
	10	Chadiza
	11	Nsadzu
	12	Manje
	13	Khumba
	14	Mangazi
	15	Mbozi
	16	Vubwi
	17	Chisiya
	18	Milawe
	19	Dzodzwe
	20	Sindamisale
Chama	01	Mapamba
	02	Chilenje
	03	Vilimukulu
	04	Lunzi
	05	Chibungwe
	06	Bazimu
	07	Mabinga
	08	Mwalala
	09	Kamphemba
	10	Mphalausenga
	11	Kalinkhu
	12	Manthepa
	13	Mbazi
	14	Ndunda
	15	Chisunga
	16	Luangwa
	17	Mazonde
	18	Muchinga
	19	Chipala
Chipata	01	Singo
	02	Makangila
	03	Khova
	04	Chikando

PROVINCE/DISTRICT	CODE	WARD NAME
EASTERN PROVINCE (CONT'D)		
Chipata	05	Kazimule
	06	Chingazi
	07	Makungwa
	08	Ng'ongwe
	09	Kwenje
	10	Chiparamba
	11	Msoro
	12	Chitenga
	13	Matizye
	14	Kalongo
	15	Chipangali
	16	Nthope
	17	Sisinje
	18	Kasenga
	19	Msandile
	20	Lukuzye
	21	Msanga
	22	Nyakutwa
	23	Chiparamba
	24	Kanjala
	25	Dilika
	26	Kapata
Katete	01	Kafumbwe
	02	Kazala
	03	Milanzi
	04	Kapoche
	05	Kamwaza
	06	Nchingilizya
	07	Chindwale
	08	Kapangulula
	09	Luwandazi
	10	Dole
	11	Chimwa
	12	Mphangwe
	13	Chavuka
	14	Chiuyu
	15	Kadula
	16	Sinda
	17	Kafuwele
	18	Nyamasonkho
	19	Ming'omba
	20	Kasangazi
	21	Vulamkoko
	22	Chimtende
	23	Mkaila
	24	Mtunga
	25	Mwandafisi

PROVINCE/DISTRICT	CODE	WARD NAME

EASTERN PROVINCE (CONT'D)

Lundazi	01	Diwa
	02	Kamimba
	03	Chamtowa
	04	Wachitangachi
	05	Kazembe
	06	Lumimba
	07	Lukusuzi
	08	Chibande
	09	Lunewa
	10	Titimila
	11	Chimalilo
	12	Chilora
	13	Msuzi
	14	Munyamazi
	15	Ndonda
	16	Vuu
	17	Chamboli
	18	Membe
	19	Nkhanga
	20	Kapiri Sanga
	21	Luwerezi
	22	Susa
	23	Magodi
	24	Manda Hill
	25	Kajilime
Petauke	01	Kapoche
	02	Kangele
	03	Matambazi
	04	Kovyane (Chisengele)
	05	Kaumbwe
	06	Manjazi
	07	Manyane
	08	Chiweza
	09	Ngozi (Chikontha)
	10	Msumbazi
	11	Ongolwe
	12	Mbala
	13	Nyika
	14	Chilimanya
	15	Mawanda
	16	Chisangu
	17	Lusangazi

CODES FOR WARDS (CONT'D)

PROVINCE/DISTRICT	CODE	WARD NAME

EASTERN PROVINCE (CONT'D)

Petauke
	18	Mateyo Mzeka (Msanzala)
	19	Chinsimbwe
	20	Vizimumba
	21	Nyimba
	22	Chinambi
	23	Mombe
	24	Chamilala
	25	Luangwa

LUAPULA PROVINCE

Kawambwa
	01	Luongo
	02	Chibote
	03	Muzunda
	04	Pambashi
	05	Ilombe
	06	Kabanse
	07	Luena
	08	Fisaka
	09	Lyanga
	10	Ng'ona
	11	Kawambwa
	12	Ntumbachushi
	13	Senga
	14	Membereshi
	15	Kayo
	16	Chipita
	17	Mwansabombwe
	18	Lufubu
	19	Mulele
	20	Mununshi

Mansa
	01	Mutuna
	02	Musakalala
	03	Mushipashi
	04	Wasalangana
	05	Myulu
	06	Katangashi
	07	Lwingishi
	08	Chiswishi
	09	Nsunga
	10	Kapalala
	11	Chembe
	12	Chibeleka

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PROVINCE/DISTRICT	CODE	WARD NAME

LUAPULA PROVINCE (CONT'D)

PROVINCE/DISTRICT	CODE	WARD NAME
Mansa	13	Lukangaba
	14	Chansunsu
	15	Mantumbusa
	16	Kaole
	17	Mansa
	18	Mulenshi
	19	Chilyapa
	20	Muchinka
Mwense	01	Kaombe
	02	Chipili
	03	Luche
	04	Febekabesa
	05	Kapela
	06	Chachacha
	07	Katiti
	08	Kasengu
	09	Kalanga
	10	Nsomfi
	11	Munwa
	12	Mambilima
	13	Musonda
	14	Chibembe
	15	Mpasa
	16	Nsenga
	17	Mumbwe
	18	Chibalashi
	19	Nkonge
	20	Nalupembe
Nchelenge	01	Lumbwe Chomba
	02	Chipungu
	03	Chienge
	04	Mukunga
	05	Kalombwe
	06	Chitutu
	07	Kalungwishi
	08	Mununga
	09	Kabuta
	10	Mwatishi
	11	Kashikishi
	12	Nchelenge
	13	Kasamba
	14	Mulwe
	15	Nshinda
	16	Shabo
	17	Mofwe

PROVINCE/DISTRICT	CODE	WARD NAME

LUAPULA PROVINCE (CONT'D)

	CODE	WARD NAME
Nchelenge	18	Katofyo
	19	Chisenga
	20	Kilwa
Samfya	01	Kasansa
	02	Kapamba
	03	Chinkutila
	04	Masonde
	05	Kafumbo
	06	Bangweulu
	07	Chifunabuli
	08	Mbabala
	09	Kasongole
	10	Chinama
	11	Mano
	12	Katanshya
	13	Kapata
	14	Isamba
	15	Musaba
	16	Lumanya
	17	Ncheta
	18	Nkutila
	19	Lunga
	20	Nsalushi

LUSAKA PROVINCE

	CODE	WARD NAME
Luangwa	01	Dzalo
	02	Mkaliva
	03	Mandombe
	04	Mphuka
	05	Rufunsa
	06	Kabowo
	07	Kapoche
	08	Chiliwe
	09	Lunya
	10	Katondwe
	11	Chikoma
	12	Mburuma
	13	Mwaliliya
	14	Kaunga
	15	Mankhokwe
Lusaka Rural	01	Shikabeta
	02	Mankanda
	03	Rufunsa
	04	Unda-Unda

PROVINCE/DISTRICT	CODE	WARD NAME
LUSAKA PROVINCE		
Lusaka Rural	05	Nyangwenya
	06	Manyika
	07	Lwimba
	08	Chiyaba
	09	Kambale
	10	Chimbwete
	11	Chongwe
	12	Chinkuli
	13	Ntandabale
	14	Mikango
	15	Ndeke
	16	Kapwayambale
	17	Malundu
	18	Lukolongo
	19	Kafue
	20	Kasenje
	21	Muunga
	22	Chilanga
	23	Chilongolo
	24	Namalombwe
	25	Nyemba
	26	Nakachenje
	27	Chikupi
Lusaka Urban	01	Chainda
	02	Mtendere
	03	Kabulonga
	04	Kalingalinga
	05	Chakunkula
	06	Munali
	07	Roma
	08	Mulungushi
	09	Ngwerere
	10	Silwizya
	11	Mpulungu
	12	Justin Kabwe
	13	Chaisa
	14	Mchinga
	15	Kapwepwe
	16	Matero
	17	Lima
	18	Chisengalumbwe
	19	Chibolya
	20	Kanyama
	21	Munkolo
	22	Nkoloma

PROVINCE/DISTRICT	CODE	WARD NAME

LUSAKA PROVINCE (CONT'D)

Lusaka Urban	23	Chawama
	24	Lilayi
	25	Kamwala
	26	Independence
	27	Shiwang'andu
	28	Libala
	29	Chilenje
	30	Lubwa
	31	Mwembeshi

NORTHERN PROVINCE

Chilubi	01	Mpansha
	02	Kanchindi
	03	Kashitu
	04	Kapoka
	05	Kambashi
	06	Kawena
	07	Chinkundu
	08	Kanama
	09	Mubemba
	10	Lwanga
	11	Bumba
	12	Chiloba
	13	Mofu
	14	Chisupa
	15	Bulilo
	16	Muteka
	17	Ndela
	18	Chifwenge
	19	Mulanda
Chinsali	01	Itapa
	02	Chilunda
	03	Chilinda
	04	Kaunga
	05	Malalo
	06	Chipanga
	07	Luko
	08	Lubwa
	09	Ichinga
	10	Munwakubili
	11	Chamusenga
	12	Muchinga

PROVINCE/DISTRICT	CODE	WARD NAME
NORTHERN PROVINCE (CONT'D)		
Chinsali	13	Chandaula
	14	Makumbi
	15	Chibinga
	16	Mayemɫe
	17	Mwiche
	18	Ichingo
	19	Chipundu
	20	Nkulungwe
Isoka	01	Mulalo
	02	Ng'umba
	03	Popomozi
	04	Nakonde
	05	Mpande
	06	Chiwanza
	07	Nsansamwenje
	08	Kapililonga
	09	Kantenshya
	10	Kasoka
	11	Milongo
	12	Nkombwe
	13	Mukulika
	14	Mafinga
	15	Luangwa
	16	Ntonga
	17	Thendere
	18	Kakoma
	19	Luhoka
	20	Kalanga
Kaputa	01	Nsumbu
	02	Munkonge
	03	Chishela
	04	Munwa
	05	Mwawe
	06	Kaleulu
	07	Mowa
	08	Choma
	09	Chipili
	10	Nkonta
	11	Kalungwishi
	12	Mofwe
	13	Chiyilunda
	14	Mukubwe
	15	Kashikishi
	16	Kakusu

PROVINCE/DISTRICT	CODE	WARD NAME
NORTHERN PROVINCE (CONT'D)		
Kaputa	17	Kampinda
	18	Mwambeshi
	19	Fungwa
	20	Chubo
Kasama	01	Lubala
	02	Kabisho
	03	Mpande
	04	Iyaya
	05	Kalunga
	06	Chambeshi
	07	Fube
	08	Chafubu
	09	Fibwe
	10	Chilunga
	11	Mungwi
	12	Lukupa
	13	Mulilansolo
	14	Chiba
	15	Bululu
	16	Kasanga
	17	Lukulu
	18	Lusenga
	19	Mukanga
	20	Lualua
	21	Kapongolo
	22	Mfinsho
	23	Chibundu
	24	Chumbu
	25	Musowa
Luwingu	01	Itandashi
	02	Kaela
	03	Munshinga
	04	Katilye
	05	Kafinsa
	06	Mufili
	07	Ilambo
	08	Mwelawamangu
	09	Ibale
	10	Pwalinde
	11	Isansa
	12	Isangano
	13	Lwata
	14	Mushitu-Wambo
	15	Chifwile

PROVINCE/DISTRICT	CODE	WARD NAME
NORTHERN PROVINCE (CONT'D)		
Luwingu	16	Masonde
	17	Ipusukilo
	18	Chulung'oma
	19	Namukolo
	20	Chimpili
Mbala	01	Tandwe
	02	Itimbwe
	03	Katwe
	04	Mpulungu
	05	Vyamba
	06	Chisha
	07	Isunga
	08	Mwiluzi
	09	Chela
	10	Nsunzu
	11	Mwambezi
	12	Isoka
	13	Chilumba
	14	Intala
	15	Mbulu
	16	Chila
	17	Kawimbe
	18	Lwandi
	19	Maramba
	20	Chimbili
	21	Chinyika
	22	Ipombe
	23	Lupisha
	24	Mukololo
	25	Chozi
Mpika	01	Chambeshi
	02	Lulingila
	03	Lubaleshi
	04	Munikashi
	05	Chinama
	06	Mumbubu
	07	Lukulu
	08	Lulimala
	09	Chikanda
	10	Chibwa
	11	Kanchibiya
	12	Lwitikila
	13	Musakanya
	14	Lubambala

PROVINCE/DISTRICT	CODE	WARD NAME
NORTHERN PROVINCE (CONT'D)		
Mpika	15	Nachikufu
	16	Chipembele
	17	Mutekwe
	18	Mpamadzi
	19	Muchinga
	20	Chifungwe
Mporokoso	01	Lumangwe
	02	Chikulu
	03	Mumbuluma
	04	Chisha-Mwamba
	05	Mikomba
	06	Kapumo
	07	Chimpolonge
	08	Mabale
	09	Mutotoshi
	10	Masonde
	11	Luangwa
	12	Kasanshi
	13	Isenga
	14	Nchelenge
	15	Malambwa
	16	Malaila
	17	Kalungwishi
	18	Kanyanta
	19	Lunte
	20	Lubushi

PROVINCE/DISTRICT	CODE	WARD NAME

NORTH-WESTERN PROVINCE

PROVINCE/DISTRICT	CODE	WARD NAME
Mufumbwe (Chizera)	01	Kashima West
	02	Kashima East
	03	Matushi
	04	Kamabuta
	05	Kalambo
	06	Chizela
	07	Shukwe
	08	Kikonge
	09	Munyambala
	10	Kalengwa
	11	Kabipupu
	12	Mushima
	13	Musonweji
	14	Kamizekenzeke
	15	Lalafuta
kabompo	01	Lunyika
	02	Kayombo
	03	Lyambombola
	04	Lwansongwa
	05	Kashinakanji
	06	Chiteve/Chitampa
	07	Manyinga
	08	Chikonkwelo
	09	Katuva/Chatunga
	10	Chikenge
	11	Maveve
	12	Luli
	13	Kamafwafwa
	14	Loloma
	15	Kawanda
	16	Kaula
	17	Kamisombo
	18	Kabompo
	19	Kabulamema
	20	Mumbeji
Kasempa	01	Kamakuku
	02	Nseleuke
	03	Ingwe
	04	Mukema
	05	Kamatete
	06	Dengwe
	07	Njengwa
	08	Kalombe
	09	Kamusongolwa
	10	Kikonkomena

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PROVINCE/DISTRICT	CODE	WARD NAME

<u>NORTH-WESTERN PROVINCE (CONT´D)</u>

PROVINCE/DISTRICT	CODE	WARD NAME
	11	Nkenyauna
	12	Mukinge
	13	Kantenda
	14	Mpunga
	15	Nyoka
	16	Kelongwa
	17	Mukunanshi
	18	Kanongo
	19	Kamakechi
	20	Jifumpa
Mwinilunga	01	Chana-Chamulunga
	02	Jimbe
	03	Nyakaseya
	04	Ikelenge
	05	Mwinimyilamba
	06	Kanong´esha
	07	Mukanga
	08	Mulumbi
	09	Kanyama
	10	Kakoma
	11	Kasampula
	12	Lumwana
	13	Sailunga
	14	Samuteba
	15	Kanyikomboshi
	16	Mudyanyama
	17	Kamapanda
	18	Chibwika
	19	Chisensa
	20	Ntambu
Solwezi	01	Musaka
	02	Chikola
	03	Kangwena
	04	Kalilele
	05	Mulonga
	06	Mapunga
	07	Mujimanzovu
	08	Kapijimpanga
	09	Sandang´ombe
	10	Kamalamba
	11	Tumvwanai
	12	Kimasala
	13	Mumena
	14	Kibanza
	15	Mukumbi

PROVINCE/DISTRICT	CODE	WARD NAME

NORTH-WESTERN PROVINCE (CONT´D)

PROVINCE/DISTRICT	CODE	WARD NAME
Solwezi	16	Matebo
	17	Shilenda
	18	Mumbezhi
	19	Musele
	20	Chovwe
Zambezi	01	Chavuma
	02	Chiyeke/Kakoma
	03	Kalombo/Chivombo
	04	Lunkunyi
	05	Mukandankunda
	06	Dipalata
	07	Nyakulenga
	08	Zambezi
	09	Chilenga a Chizenzi
	10	Lwitadi/Lwatembo
	11	Chivweji/Kasesi
	12	Mpidi/Kakong´a
	13	Chitokoloki
	14	Likungu
	15	Mapachi/Chinyingi
	16	Muyembe/Liyovu
	17	Lukolwe
	18	Sanjongo/Kambuya
	19	Nyatanda/Nguvu
	20	Mwange/Nyawanda

PROVINCE/DISTRICT	CODE	WARD NAME
SOUTHERN PROVINCE		
Choma	01	Simaubi
	02	Mapanza
	03	Mangunza
	04	Chilalantambo
	05	Kabimba
	06	Macha
	07	Mbabala
	08	Simamvwa
	09	Kasiya
	10	Hamaundu
	11	Maambo
	12	Kauba
	13	Habunkululu
	14	Nachibanga
	15	Namuswa
	16	Stateland
	17	Batoka
	18	Singani
	19	Nakempa
	20	Siasikabole
	21	Pemba
	22	Kalundana
	23	Simacece
	24	Sikalundu
	25	Mubula
Gwembe	01	Mabinga
	02	Mwenda
	03	Mweemba
	04	Tekelo
	05	Maamba
	06	Nkandabwe
	07	Sinazongwe
	08	Nang´ombe
	09	Cheezya
	10	Chipepo
	11	Munyumbwe
	12	Chisale
	13	Sinadambwe
	14	Lusangazi
	15	Mulimya
	16	Simaamba
	17	Nanyanga
	18	Sikoonga
	19	Chirunda
	20	Ng´ombe Ilede

PROVINCE/DISTRICT	CODE	WARD NAME

PROVINCE/DISTRICT	CODE	WARD NAME
Kalomo	01	Moomba
	02	Nameela
	03	Chamuka
	04	Chikanta
	05	Siachitema
	06	Choonga
	07	Namwianga
	08	Sipatuntana
	09	Simayakwe
	10	Nachikungu
	11	Chidi
	12	Simwatachela
	13	Siamafumba
	14	Mukuni
	15	Zimba
	16	Simango
	17	Musokotwane
	18	Ngwezi
	19	Sekute
	20	Nyawa
Livingstone	01	Mwalibonena
	02	Mulungushi
	03	Maramba
	04	Nakatindi
	05	Namatama
	06	Nalikwanda
	07	Libuyu
	08	Nansanzu
	09	Kariba
	10	Kwacha
	11	Shungu
	12	Dambwa
	13	Sikombo
	14	Lizuma
	15	Akapelwa
	16	Freedom
	17	Dr. Mubitana
	18	Musi-o-tunya
	19	Simonga
	20	Zambezi
Mazabuka	01	Itebe
	02	Kalama
	03	Mwanachingwala
	04	Munenga
	05	Ngwezi
	06	Munjile
	07	Chivuna

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PROVINCE/DISTRICT          CODE          WARD NAME
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SOUTHERN PROVINCE (CONT'D)

PROVINCE/DISTRICT	CODE	WARD NAME
Mazabuka	08	Nkonkola
	09	Malala
	10	Mabwe-Atuba
	11	Upper Kaleya
	12	Chizobo
	13	Mazabuka
	14	Nakambala
	15	Kaonga
	16	Nanga Nega
	17	Kaleya
	18	Chivete
	19	Nansenga
	20	Namalundu
Monze	01	Malundu
	02	Kaila
	03	Keemba
	04	Choongo West
	05	Bweengwa
	06	Choongo East
	07	Mwanza West
	08	Chona
	09	Mwanza East
	10	Moomba
	11	Chipembele
	12	Ufwenuka
	13	Manungu
	14	Chisekesi
	15	Mayaba
	16	Hufwa/Hamapande
	17	Katimba
	18	Hatontola
	19	Bbombo
	20	Monze Urban
Namwala	01	Itezhi-Itezhi
	02	Itumbi
	03	Lubanda
	04	Luubwe
	05	Basanga
	06	Luchena
	07	Namakube
	08	Moobola
	09	Ndema
	10	Kaluweza/Ngabo
	11	Baambwe
	12	Banamwaze
	13	Makunku

PROVINCE/DISTRICT	CODE	WARD NAME

SOUTHERN PROVINCE (CONT'D)

Namwala	14	Nyambo
	15	Maala
	16	Kabulamwanda
	17	Kantengwa
	18	Chitongo
	19	Nakamboma
	20	Mbeza

WESTERN PROVINCE

Kalabo	01	Mambolomoka
	02	Lueti
	03	Ng'uma
	04	Lukona
	05	Ndoka
	06	Kandambo
	07	Tuuwa
	08	Lutwi
	09	Buleya
	10	Luanginga
	11	Mapungu
	12	Yuka
	13	Liumba
	14	Liumena
	15	Maala
	16	Licha
	17	Lwambi
	18	Mwenyi
	19	Sishekanu
	20	Libonda
	21	Kuuli
	22	Mutala
	23	Nengu
	24	Siluwe
	25	Likulundundu

PROVINCE/DISTRICT	CODE	WARD NAME
WESTERN PROVINCE (CONT'D)		
Kaoma	01	Nyambi
	02	Namando
	03	Litoya
	04	Nkeyema
	05	Namilangi
	06	Mulamatila
	07	Naliele
	08	Shikombwe
	09	Shitwa
	10	Lalafuta
	11	Mangango
	12	Kanabilumbu
	13	Mumbanyutu
	14	Nkenga
	15	Mushwala
	16	Luambuwa
	17	Namafulo
	18	Lui
	19	Mulwa
	20	Luampa
	21	Kaoma Barracks
Lukulu	01	Kashamba
	02	Dongwe
	03	Mwito
	04	Kamilende
	05	Shimakumba
	06	Kang'ozi
	07	Luanchuma
	08	Lukau
	09	Likapai
	10	Mbanga
	11	Kawanza
	12	Mwandi
	13	Namayula
	14	Kashizhi
	15	Nyaala
	16	Mataba
	17	Mitete
	18	Lutembwe
	19	Lupui
	20	Kakwacha

PROVINCE/DISTRICT	CODE	WARD NAME

WESTERN PROVINCE (CONT'D)

PROVINCE/DISTRICT	CODE	WARD NAME
Mongu	01	Kanyonyo
	02	Kambule
	03	Lewanika
	04	Mulambwa
	05	Imwiko
	06	Ushaa
	07	Mabili
	08	Limulunga
	09	Ikwichi
	10	Namboma
	11	Mabumbu
	12	Lealui
	13	Kaande
	14	Yeta
	15	Katongo
	16	Lumbo
	17	Namushakende
	18	Nakato
	19	Nangula
	20	Ndanda
	21	Lui
	22	Imalyo
	23	Mbekise
	24	Nakanyaa
	25	Mutondo
Senanga	01	Kambai
	02	Shekela
	03	Makoka
	04	Luamakumba
	05	Silowana
	06	Mulonga
	07	Shangombo
	08	Situpa
	09	Kaunga-Mashi
	10	Mufulani
	11	Mutomena
	12	Mbeta
	13	Sioma
	14	Silwizi
	15	Sibukali
	16	Mata
	17	Naluywa
	18	Wanyau
	19	Imatanda
	20	Imatongo
	21	Mwanambuyu
	22	Lipuwe

PROVINCE/DISTRICT	CODE	WARD NAME
WESTERN PROVINCE (CONT'D)		
Sesheke	01	Imusho
	02	Kalobolelwa
	03	Lusu
	04	Mulimambango
	05	Maondo
	06	Simungoma
	07	Mwandi
	08	Mabumbu
	09	Sankolonga
	10	Magumwi
	11	Machile
	12	Mulobezi
	13	Luamuloba
	14	Kamanga
	15	Nawinda
	16	Luampungu
	17	Mushukula
	18	Loazamba
	19	Loanja

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