

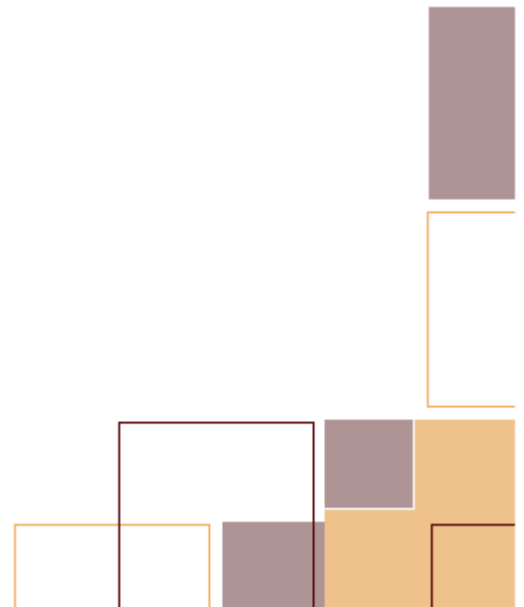
LABOUR FORCE SURVEY



APRIL 2013



Statistical Institute of Belize
#1902 Constitution Drive
Belmopan City



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Introduction

This training manual has been developed as a guide for the conduct of the Labour Force Survey (LFS). It includes detailed information on the key labour force concepts, the structure and content of the questionnaires, and guidelines for completing and checking the questionnaires.

The Statistical Institute of Belize (SIB) recruits and trains temporary field staff to conduct its household surveys. The training for the LFS is generally expected to last a week and occurs simultaneously at different sites countrywide.

It is compulsory that all persons involved in the collection and supervision of fieldwork attend ALL the training sessions. The training enables such persons to have a thorough knowledge of the main concepts and be familiar with the questionnaires and the training manual.

Training Package

A training package has been prepared for each individual. Different sessions of this training would require the use of a different set of materials or documents. You will be guided as to which supplies you will need for the various sessions as the need arises.

Training Ground Rules

It is important that the following ground rules be adhered to at all times during the training session:

- ▶ Signing the register - this should be done at the start of the morning and afternoon sessions.
- ▶ Use of cell phones - the use of cell phones is prohibited during the training. They should be turned off or placed on vibrate mode; however, if it is absolutely necessary to use your phone, you must leave the training room to do so.
- ▶ Discussion - only one person should speak at a time and any difference in opinion should be aired respectfully.
- ▶ Punctuality – the training starts promptly at 8:30a.m. daily. You are expected to make every effort to arrive on time. Any delays will prolong the day for you and your colleagues.
- ▶ Dress Code –attire should be appropriate, casual but respectable.

Mission Statement

The Statistical Institute of Belize is committed to provide, with the highest degree of integrity, quality and with strict adherence to professional and international standards, accurate, reliable and timely statistical information to facilitate effective policy and decision-making for local and international clients.

The Statistical Institute Of Belize Act

The Statistical Institute of Belize Act, No. 9 of 2006, gives you the power as an employee of the Statistical Institute of Belize to collect information. It also sets out an Oath of Secrecy that you must sign and the penalties for breach of confidentiality.

All respondents are required by this Act to provide the necessary information. Penalties for not providing information are set out. However, it is hoped that you use positive measures of persuasion and tact to get all the information needed.

Confidentiality

Some respondents may refuse to answer the questionnaires, while others may be reluctant to answer some of the questions. This is understandable since you would be asking for information that is not usually disclosed to strangers.

You will be expected to inform the respondent that:

- ▶ You have taken an oath of secrecy. It is against the Law for you, the Institute, or any other employee of the Institute to divulge information to any unauthorized individual or organization whatsoever.
- ▶ Information collected is kept strictly confidential. No information about any individual or household can be made available, even to a government ministry/department.
- ▶ The information collected will be used solely in the preparation of tables showing totals, not individual's information.

Background and Objective of the Labour Force Survey

The first Labour Force Survey (LFS) for Belize was conducted in April 1993. That same year, a second round of the survey was conducted in October. It was intended that the survey would have been conducted during these two periods to capture information at the high and low peaks of employment, respectively, each year. However, after 1993 only one round of the survey was conducted, mainly due to the high cost. Between 1994 and 2007, the annual LFS was conducted during the high peak of employment in April using a sample of at least 3% of households in the country.

In 2007, it was decided to re-introduce the two rounds of the LFS, in April and September. This was made affordable since each round of the survey would use half the sample size of that which was used previously. No LFS was conducted in 2008 due to the Household Expenditure Survey; however, a few key labour force questions were included in this survey. In 2009, one round of LFS was carried out in September. No LFS was conducted in 2010, due to the Population and Housing Census; however, labour force questions were included in the Census. There was no LFS in 2011. In 2012, there were two rounds of the LFS; one in April and one in September.

Data from the LFS yield key economic indicators such as **employment** and **unemployment** rates, the level and trend of **underemployment**, as well as the **size** and **structure** of the labour force. The data from the LFS can also be used for:

- ▶ Employment Policies
 - Statistics on the economically active population is crucial in the evaluation of overall government policies aimed at promoting and creating employment.
- ▶ Policies On The Development Of Human Resources
 - A base can be provided on which to measure labour supply, labour input, and the extent to which available human resources are being utilized in the production process of the economy.

KEY CONCEPTS AND DEFINITIONS

Household:

A household consists of one or more persons living together i.e. sleeping most nights of a week (at least 4 nights per week) AND sharing at least one daily meal with the household. In certain cases, a person may qualify as a member of a household even though he/she only sleeps there and eats somewhere else. For example, if a person sleeps most nights with a certain household and eats elsewhere, then emphasis would be placed on the nights slept. This person would be part of the household where he/she sleeps provided that the members of this household share living arrangements.

It is important to note that a member of a household need not be a relative of the main family. For example, a boarder or a domestic servant who sleeps in most nights of the week is a member of the household. It is possible for a household to consist of just one person, or of more than one family, as long as they **share living arrangements**. A group of unrelated persons living together also comprises a household.

Many types of living arrangements may be found in the field, and some examples are given below for your guidance:

- ▶ If a person has recently moved in with a group of persons *before* the reference week, as long as he/she intends to make his/her home with them, that person is to be considered a member of the household;
- ▶ A boarding house that caters for boarders or lodgers is to be classified as one household.
- ▶ If a house is divided into flats or other separate dwellings, each such separate dwelling accommodates at least one separate household. A tenant or sub-tenant, if he makes his own arrangements for eating, also forms a separate household.
- ▶ A domestic who sleeps in the house or in an outbuilding on the premises and shares at least one daily meal with a household is to be listed as a member of that household. A maid who does not sleep on his/her employer's premises is not to be counted as a member of the household where he/she works.
- ▶ A boarder or lodger, i.e. a person who eats and sleeps with the household during most nights of the week, is to be considered a member of the household (compare with the second point above).
- ▶ A person who rents a room but does not share any meal with his/her landlord/lady constitutes a separate single-person household.
- ▶ Persons living, working and sleeping away from their place of usual residence for most nights of the week should be included as members of the household in which they are found during the reference week.
- ▶ Persons engaged in shift work or who work at night, such as security workers, are to be enumerated as members of the household of usual residence.

Include as members of a household:

- ▶ Persons away (abroad) on vacation, business or study if present dwelling is considered their "home";
- ▶ Visitors (from abroad) to the household (planning to stay more than six months) who presently consider that dwelling unit their home and fit the criterion for being members of the household.
- ▶ Family members who are hospitalized at the time of the survey

Exclude as members of a household:

- ▶ Family members who usually work and live away from the dwelling who do not fulfil the criteria for being members of the household (for example, a spouse/partner working away in San Pedro)
- ▶ Family members who are remanded or imprisoned, regardless of the length of time
- ▶ Visitors (from abroad) to the household (not intending to live for more than 6 months) even if they fit the criteria for being members of the household (for example, persons visiting for September celebrations or Easter)
- ▶ A domestic who makes his/her own eating arrangement and is in an outbuilding separate from the household.

Head of Household:

Every household must have a head. In a one-person household, that person is the head. In households having more than one member, the person recognized as the head of household by other members of the household, should be accepted as the head. This applies especially in cases where a group of unrelated persons shares a dwelling.

Reference Period:

This refers to the time period to which the survey questions relate, and for which information is collected. In the Labour Force Survey, reference periods may vary, for instance, in some parts of the questionnaire, you will find questions with reference to "Last week", "past 2 months" or "the past 12 months". It is very important to read these time periods as they appear in the questionnaire, and not to replace them with "the past week", or "the past year". This is because:

| | | |
|----------------|---------------------------|-----------|
| PAST 7 DAYS | is <u>not</u> the same as | PAST WEEK |
| PAST 12 MONTHS | is <u>not</u> the same as | PAST YEAR |

Last Week: this refers to the week, i.e. Sunday through Saturday that immediately precedes the start of the survey week in which the interview is conducted.

Past 2 Weeks: this refers to the last two weeks that immediately precedes the start of the survey week in which the interview is conducted.

Within 4 Weeks: this refers to the 4 weeks that immediately follow the Sunday after the interview.

Past 2 Months: this refers to the past 2 calendar months that immediately precedes the start of the survey period. In this case, the past 2 months would be February and March.

Past 12 Months: the past 12 months refers to the 12 calendar months before the week of the interview. For e.g. If you are conducting an interview during the week April 7th– 13th; the 12 months preceding that week would be April 1st, 2012 to March 31st, 2013.

Next 6 Months: this refers to the immediate six months that follow the main month of the survey. In this case, the next 6 months would be May 2013 to October 2013.

Working-Age Population (WAP):

The WAP is all persons who are 14 years and above; even though the working-age population is recognized internationally as 15 years and above.

Economically Active Population:

According to the United Nations System of National Accounts, the Economically Active Population is comprised of persons contributing or available to contribute to the production of goods and services. Two useful measures of the economically active population are the “usually active population” and the “currently active population.” An equivalent term for the latter is “labour force”. The usually active population is in reference to activity that occurred in the 12 calendar months prior to the survey reference week, while the currently active population is in reference to activity that occurred during the reference week.

Labour Force:

The labour force is comprised of all persons aged 14 years and over who were engaged in any form of economic activity, for at least one hour, during the reference week, or who were willing and able to be engaged in producing economic goods and services. Also included would be all those persons who were temporarily absent from work during the reference week. Hence, the labour force is made up of all those persons who either had jobs (the Employed), or those who did not have jobs but were willing and able to work (the Unemployed).

Employed/Work/Job:

- ▶ **Paid Employment:** Persons who, during the reference period, performed some work for wage or salary, payment in kind, as well as persons with a formal attachment to their job but temporarily not at work.
- ▶ **Self-Employment:** Persons who, during the reference period, performed some work for profit or family gain, in cash or in kind, and persons with an enterprise but temporarily not at work.

Unemployed:

Persons who were without work during the reference period; but were available and wanting to work.

Persons Not In The Labour Force (PNLF):

Persons who were not economically active during the reference period. That is, they were not working, not available for work or did not want to work. For example, landlords (who do not rent their property through a formal business), students, housewives, pensioners, etc.

Occupation:

The kind of work done during the reference period by the person employed, or the kind of work done previously if unemployed or not in the labour force, or the kind of work desired in the future by jobseekers, REGARDLESS of the industry or status in employment of the person. For example, accounts clerk, legal secretary, domestic worker, fisherman, human resource manager, etc.

The LFS includes questions to determine the occupation a person is training for, future occupation, present occupation, previous occupation and additional occupation. Each occupational type is systematically classified and coded using an International Standard Classification of Occupations (ISCO 08), which allows for international comparison. Occupations may be placed in one of 10 major groupings depending on the description of the tasks and duties of the job and the skill needed to perform those duties. Errors in the classification of occupations could occur when an interviewer does not record adequate or complete descriptions of tasks and duties performed by a respondent.

Industry:

Industry is classified by the kind/type of economic activity carried out at the person's place of work or business during the reference week. This is defined in terms of the kind of goods produced or services supplied by the unit in which the person works and NOT necessarily the specific duties or functions of the person's job. For example, manufacture of wearing apparels, sugar cane growing, poultry rearing, etc.

Similar to occupational classification, industries are systematically classified into different categories based on similar economic activities carried out by a set of units. This is done using the International Standard Industrial Classification of All Economic Activities (ISIC Rev 4). Establishments are classified in industries based on a detailed description of the main economic activities that occur there. ISIC was used to develop a national classification of economic activities that is referred to as the Belize Classification of Economic Activities (BCEA). The BCEA reflects the organization of the Belizean economy more adequately and provides scope for potential changes and developments in the structure of the economy.

Errors in the classification of industries could occur when an interviewer does not give adequate or complete descriptions of economic activities. For example, inaccuracies may arise when an interviewer lists the economic activity of an establishment by the occupation of the person employed there rather than the activity that is carried on at the business.

Multiple Jobs:

Refers to when an individual has more than one job during the reference period. In the case of an individual holding two different jobs, it is important to distinguish between them when determining the industry.

Main Job:

Respondents with more than one job in the reference week should decide themselves which is their **main** job. Only if they are unable to do so should the LFS criterion be applied: the job which has the largest number of hours usually worked.

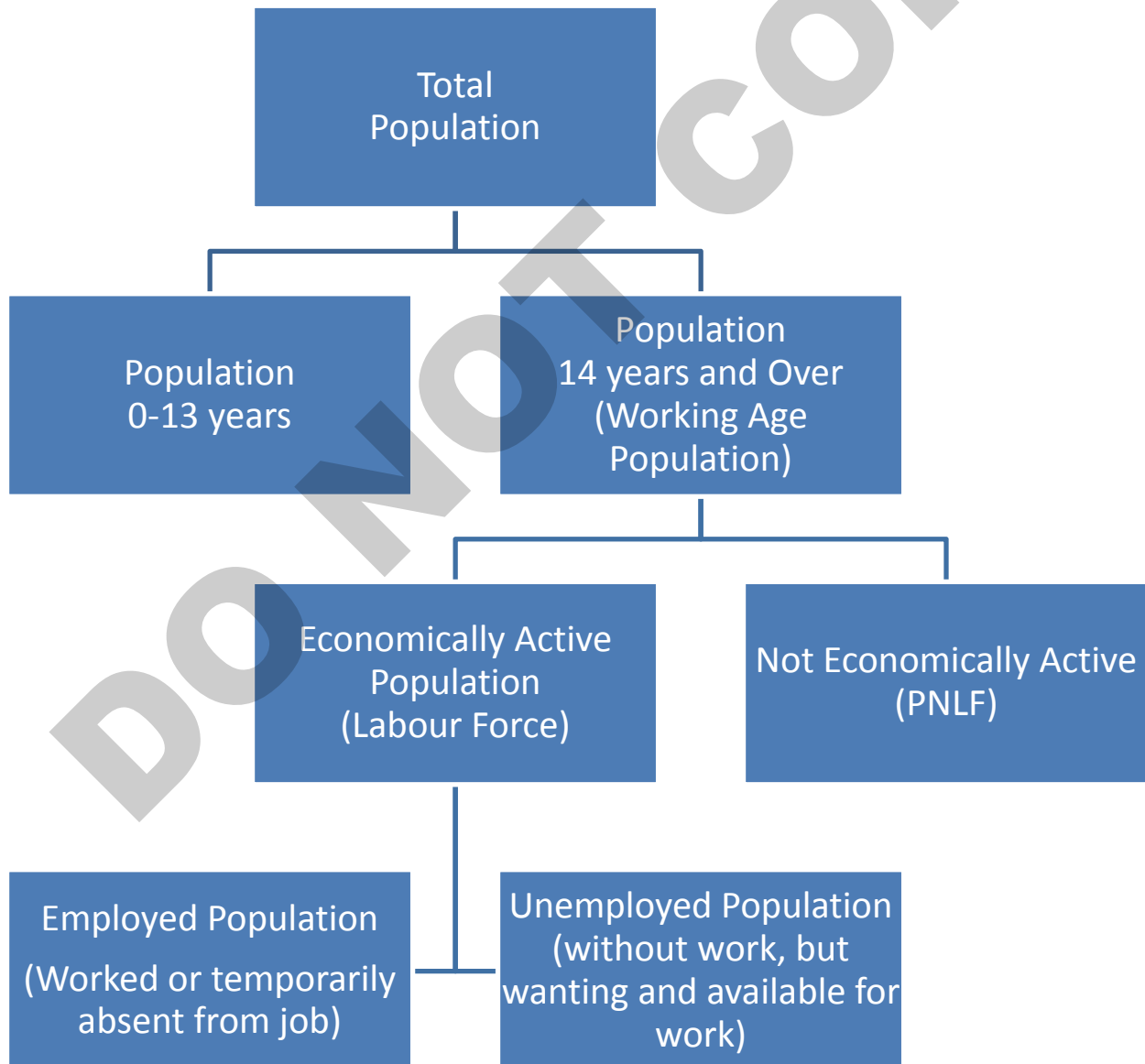
Temporary Lay-Off:

One must expect to return to work within 4 weeks following the end of contingency (incidental situations), or an agreement as to the date of return, for example, slow or low season.

Seasonal Employment:

Refers to employment in industries that are known to operate for primarily specific periods of the year. Persons that fall into this category are citrus workers, fishermen, persons in the tourism industry, etc. Examples of seasonal industries are highlighted in the table:

| Industry | Citrus | Sugar | Tourism | Conch | Lobster |
|-----------------|---------|----------|----------|---------|----------|
| Start of Season | October | November | December | October | June |
| End of Season | June | June | April | June | February |




Structure of the LFS Questionnaires

The questionnaires for the LFS are primarily designed to gather detailed information on economic activities, specifically among those persons in the *working age population (WAP)*, i.e. persons fourteen (14) years or older. There are two questionnaires: a Household Questionnaire and a 14 Years and Over Questionnaire.

Household Questionnaire

► Cover Page

- This page records unique information about the household, and the SIB staff who were involved in the questionnaire in the various roles as interviewer, field supervisor, editor/coder, HQ staff or Assistant Statistician II (ASII). There is also a section at the bottom of the page which records the visits made to the household, the result codes and final result code.



Labour Force Survey April 2013

INSTRUCTIONS

Use No.2B pencils only.
Do not use pens.

Shade the appropriate bubble to the response given, like this: ●

Do NOT record responses like this: ☒ ⊖ ⊕ ⊗ ⊞ ⊠

Circular bubbles (○) denote questions with one response only. If multiple responses are permitted, then the bubbles will be square (☐).

When required, please print carefully for optimum accuracy. Avoid contact with the edges of the box as shown below:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |
|---|---|---|---|---|---|---|---|---|---|

DISTRICT

Corozal
 Orange Walk
 Belize
 Cayo
 Stann Creek
 Toledo

ED Number: _____

CTV: _____

URBAN/RURAL

Urban
 Rural

Cluster

| | |
|---|---|
| | |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |

Household

| | |
|---|---|
| | |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |


| Interviewer | Field Supervisor | Editor/Coder | HQ | ASII | Re-interviewer |
|-----------------|------------------|--------------|-------|-------|----------------|
| Name _____ | _____ | _____ | _____ | _____ | _____ |
| Signature _____ | _____ | _____ | _____ | _____ | _____ |
| Date _____ | _____ | _____ | _____ | _____ | _____ |

| RECORD OF VISITS | | | | | | | | |
|-------------------|----|---------|---|---|--------------|------------|--------|-------------------|
| Interviewer Calls | dd | Date mm | 1 | 3 | Time Started | Time Ended | Result | Final Result Code |
| | | | | | | | | |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |

RESULT CODES

| | |
|----------------------------|------------------------------|
| 1 = Complete | 7 = No Contact |
| 2 = Partially Complete | 8 = Vacant Lot |
| 3 = Vacant dwelling | 9 = Under Construction/ |
| 4 = Refusal | Not Liveable (uninhabitable) |
| 5 = Address not found | 0 = Other (specify) |
| 6 = No suitable respondent | |

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- ▶ Comments
 - The second page has two sections for comments – those made by the interviewer at the top, and those made by the field supervisor, editor/coder, ASII, and any staff from HQ.
- ▶ Household Listing Module
 - All members of the household are listed in this section. The name, relationship to head, sex, ethnicity, country of birth and age is collected for each member starting from the head and all other members from the oldest to the youngest.
- ▶ Education Module
 - This section collects information on the educational status of each household member 5 years and older.

Note: At the bottom right hand corner of every page is an 8 digit barcode number.

14 years And Over Questionnaire

- ▶ Cover Page
 - This page records unique information about the household. Also, there are 8 boxes on the top right hand corner of the page to record the barcode number from the household questionnaire. **Interviewers should transfer this barcode number to each person questionnaire used.**
- ▶ Individual Person Questions
 - These questions collect training and other information needed for labour market statistics. There are 39 questions, question 1.5 to question 1.44. You should carefully follow the skip instructions accompanying certain questions to ensure only the appropriate questions are asked of each person.

Note: At the bottom right hand corner of every page is an 8 digit barcode number.

General Instructions for Completing the Questionnaires

The information collected on the questionnaires will be scanned into a database with a software called Teleform. The questionnaire has been designed using this software which will automatically read the pencil marks on each questionnaire, allowing for faster and more accurate data capture. **For this to occur however, you have to mark the answers precisely and legibly on the paper.**

Only the 2B pencils provided are to be used to complete the questionnaires. Pens and other pencil types should not be used.

The design of the questionnaire incorporates some standard rules which will help you conduct the interview. These are as follows:

- ▶ Any text written in titlecase bold (e.g. **What is N's sex?**) is the question text and should be read out to the respondent.
- ▶ In asking a question to a respondent, 'N' should be replaced with the name of the household member to whom you are referring.
- ▶ Any highlighted uppercase text (e.g. **SKIP TO 1.10**) is an instruction to the interviewer, and should **not** be read aloud, but should be followed to ensure that only the appropriate questions are asked of each person, and the correct responses are recorded.
- ▶ A numbered list indicates the possible responses to a question, and you should use these codes to shade the correct bubble.

1.28 What category of worker are you/is N or were you/was N in your/N's present/last job? **(READ LIST)**

| | MAIN JOB | OTHER JOB | PREVIOUS JOB |
|---|----------|-----------|--------------|
| 1. Own business/self-employed with paid help | ① | ① | ① |
| 2. Own business/self-employed without paid help | ② | ② | ② |
| 3. Paid employee - Government | ③ | ③ | ③ |
| 4. Paid employee - Quasi Gov't | ④ | ④ | ④ |
| 5. Paid employee - Private/NGO | ⑤ | ⑤ | ⑤ |
| 6. Paid employee - International Organisation/Embassy | ⑥ | ⑥ | ⑥ |
| 7. Unpaid family worker | ⑦ | ⑦ | ⑦ |
| 9. DK/NS | ⑧ | ⑧ | ⑧ |

- ▶ Most questions include the category 'Other'. Where applicable, the answer given by the respondent should be recorded on the line provided.
- ▶ Most questions also include 'DK/NS' (Don't Know/Not Stated). This response should only be used after all attempts of getting an answer have been exhausted.
- ▶ Both the Household Listing Module and Education Module questions are filled in by row across first then downwards, for each member of the household (See page 15).

Completing the Household Questionnaire

Cover Page

The cover page records vital information on the household that you are conducting the interview. It is therefore essential that the information on this page is correct.

Household Identification

The Household Identification Section includes the district, urban/rural, cluster number, household number, enumeration district and the CTV (City, Town or Village) as shown below. You will be assigned a sample listing for each cluster that you will be working in. An example of a sample listing is given on page 49, and a section of it is shown to the right.

| | |
|-------------------|--------------------------------|
| Region | Cayo |
| City/Town Village | Belmopan |
| ED Number | 1109 |
| Cluster Number | 081 |
| Block No | Household Address |
| 1 | 1 21 ORCHID GARDEN ST. BEMOPAN |
| 1 | 5 9 ORCHID GARDEN ST. BELMOPAN |

Figure 1 Completing the Household Identification Section of the Cover Page

To record the numbers on the form, you shade each number in a separate column. **Important:** No column should have more than one number shaded. Where the number has fewer characters than is required, fill from right to left; so in the example above, for the household number a '1' will be placed in the third box.

Note that there is a line below the ED Number line for you to write the name of the city/town or village in which the household is located.

DISTRICT

- Corozal
- Orange Walk
- Belize
- Cayo
- Stann Creek
- Toledo

URBAN/RURAL

- Urban
- Rural

Cluster

| | | |
|-------------------------|------------------------------------|------------------------------------|
| | 8 | 1 |
| <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input checked="" type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input checked="" type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 |

Household

| | | |
|-------------------------|-------------------------|------------------------------------|
| | | 1 |
| <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input checked="" type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 |

ED Number: 1109

CTV: Belmopan

Staff involvement

Each individual involved with the LFS questionnaire will be required to print their names and sign the questionnaire, and write in the date when they sign the cover page. There is a column for the interviewer, the field supervisor, the editor/coder, HQ staff, the ASII and the re-interviewer. Each person should sign when they have completed the questionnaire, and the relevant checks for their role. Persons doing re-interviews should record their name, signature and date of the re-interview on the cover page.

Interviewer

Name _____

Signature _____

Date _____

Record of Visits

This section allows the interviewer to record the visits to a particular household. Each visit is a row in the table, starting with the first visit at the top. Complete the date section (day / month), the time of the visit, and the time you left the premises. Shade either 'a.m.' or 'p.m.' to indicate the time of day for each visit. Using the following codes, you can then enter the appropriate result of the visit and the final result code for the household. **Please note that the 'Final Result Code' is for the household visited and not the Household Questionnaire.**

| RECORD OF VISITS | | | | | | | | | |
|-------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------------|----------------------|-----------------------|
| Interviewer Calls | Date | | Time Started | | Time Ended | | Result | Final Result Code | |
| | dd | mm | | | | | | | |
| 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | | | 1 | 3 | | | <input type="radio"/> a.m. | | <input type="radio"/> |
| | | | | | | | <input type="radio"/> p.m. | | <input type="radio"/> |
| 2 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | | | 1 | 3 | | | <input type="radio"/> a.m. | | <input type="radio"/> |
| | | | | | | | <input type="radio"/> p.m. | | <input type="radio"/> |
| 3 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
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| | | | 1 | 3 | | | <input type="radio"/> a.m. | | <input type="radio"/> |
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Result Codes:

- | | | | |
|------------------------|----------------------------|---|-----------------|
| 1 – Complete | 4 – Refusal | 7 – No contact | 0 – Other |
| 2 – Partially complete | 5 – Address not found | 8 – Vacant lot | (specify) _____ |
| 3 – Vacant dwelling | 6 – No suitable respondent | 9 – Under construction/Not liveable (uninhabitable) | |

You should fill out the record of visits section as accurately as possible. This will enable your supervisor to better monitor your progress.

Note that in the case of a result code 7 (no contact), successive attempts to visit the household should be done at different times of the day. It is helpful to ask a neighbour as to when the best time would be to contact a member of the household.

If the address has been converted to a business, then record a result code of '0', and write business on the line beside 'Other (specify)'.

Barcodes

There are two identification barcodes on the cover page, and they are repeated on every page of the questionnaire. The first is in the bottom left hand corner. This is a simple rectangle with a certain shape shaded inside – this is a unique code that the Teleform software has given to this survey, and it is identical on every page, of every questionnaire. The second barcode is larger in size and displays the actual barcode number below it. This is unique to each questionnaire – so while each questionnaire has a different barcode, each page of that questionnaire has the same barcode number. This is used to ensure that pages from one household do not get mixed up with pages from a second household when they are separated and scanned. This second barcode is very important, and will be used to link the household questionnaire to the person questionnaires.

Household Listing Module

This is a complete listing of everybody we count as a member of that household (see the Key Concepts And Definitions on page 7). The module also collects basic demographic information, questions HL3 to HL7, on each member starting with the head.

- Before recording information, **READ** the sentences in bold at HL2 at the top of page 3.
- The head of the household is recorded first, regardless of his/her age.
- Write in the first and last name of the head, e.g. Milton Palacio, Roxanne Garcia at HL2.
- Record the first names only of all other household members.
- Continue across the row and ask questions HL3 to HL7.
- Repeat row by row for the other members of the household from the oldest to the youngest.

To ensure that everybody in the household is listed, the interviewer can ask “Does this list include babies, young children and elderly folks?” For households in Barracks at citrus and banana farms, interviewers should ask, “Does this household intend to live here for more than six months?” If the response is ‘Yes’, then continue. If ‘No’, then record the result code ‘0’; end the interview, and write an explanation in the interviewer’s comments. You will need to refer to the household listing when conducting the interview(s) for the person questionnaire.

In the top left hand corner of page 3, shade the person number of the respondent for the Household Listing Module.

- ▶ **HL1. Person Number:** Number that identifies a specific household member throughout the questionnaires.
- ▶ **HL2. Name:** Name of the household member.
- ▶ **HL3. What is your/N’s relationship to the head of the household?**

This question is used to ascertain the household member’s relationship to the head of the household. The relationship may be by blood, marriage, adoption or of no relation. This information is essential in order to determine the structure of the household.

Head

The head of the household is defined as that person who is acknowledged as such by the other members. This is the person who usually has primary authority and responsibility for household affairs and may or may not be the main economic support for the household. If the members are unclear or undecided as to who the household head is, suggest that the head be the person with the most recent birthday.

The head should always be the first person in the listing of household members, i.e. Person 1. For the LFS questionnaire, ‘Head’ is pre-shaded for person ‘1’ as this should always be the head. **Ensure that you record the relationship of each person to the household head.**

Spouse/Partner

Refers to wife or husband whether married or in a common-law relationship.

Child

Son or daughter of the head whether biological, step or adopted/foster child.

In-law(son, daughter)

Refers to a person who is the spouse or partner of any child of the head

Grandchild

Refers to the child of a son or daughter of the head of the household

Parent/Parent-in-law

Parent refers to the mother or father of the head while parent-in-law refers to the mother or father of the spouse/partner of the head.

Other relative

Refers to members of the household who are related (biologically or through spouse/partner) to the head. For e.g. cousin, brother-in-law, sister-in-law etc.

Non-Relative

Non-relatives may include a friend, or any other person not related to the head.

▶ HL4. What is N's sex (only ask if person not present)?

This question, in conjunction with other variables, will assist in the analysis of data that varies by sex. Examples are income levels, educational attainment, and occupation. Always ask this question when you have not seen the person to whom the question relates or the person is very young. It is not always possible to tell the sex of a person from the name alone, as some names are unisex; for example Guadalupe and Shaun. Note: Sex is different from gender. Sex is based on biological and physiological characteristics meanwhile gender is based on what the individual identifies with.

▶ HL5. To which ethnic group do you/does N belong?

Collecting data on ethnicity is important because there may be distinct differences amongst groups; for e.g. in the areas of income, occupation and educational attainment. ALWAYS ask the question. Do not decide by appearance and do not argue with the respondent. If you think the respondent is definitely misleading you, just make a note of it in the comment section. If the respondent's ethnic group is not one of the listed options, shade the 'Other' bubble.

In some instances, a respondent whose parents are from two different ethnic groups may claim to be 'mixed' or may be uncertain of how to respond. In this case, ask the respondent which of the two groups he/she identifies with the most. Use "DK/NS" only as a last resort. This question should only have one response.

Note: Mestizo includes individuals of Hispanic and Latin decent.

▶ HL6. In what country were you/was N born?

Shade the bubble corresponding to the country given by the respondent. If the country is any other than those listed, shade the 'Other' bubble.

▶ HL7. LAST WEEK SUNDAY, what was your/N's age?

This question has two parts. First, ask and write in the age of the household member in the boxes on the left. Next, based on the age recorded in the boxes, shade bubble '1' if age is under 14 years or bubble '2' if age is 14 years and over. This is to verify the total number of persons for which a '14 years and over' questionnaire should be completed. If the person is 98 years or older, record '98'; and if younger than 1 year, record '0'. Also, if the respondent does not know the age, record '99'.

Note instruction to "GO TO NEXT PERSON"

Education Module

This module collects information on the educational status of all household members 5 years and older.

- ▶ **ED1. Person Number:** Number that identifies a specific household member throughout the questionnaires
- ▶ **ED2. Name:** Transfer names of household members 5 years and older from the household listing module.
- ▶ **ED3. Are you/Is N presently attending school?**

This question captures persons who are receiving educational instruction at the primary, secondary or tertiary level. 'School' also includes correspondence courses or online learning programmes leading to a diploma, associate or higher degree. Persons attending school in the Mennonite communities, those being homeschooled and those attending schools that cater to persons with special needs e.g. Stella Maris, are also captured here.

If the person is temporarily not attending school due to vacation, holiday, illness, industrial dispute, weather or similar conditions, the response should be 'Yes'.

Persons attending vocational training should not be included here, e.g. ITVET, TUBAL, CET. Additionally, if a person is 5 years and still in Pre-school, the response to this question should be 'No' as pre-school is not a part of the formal education system. In this case, the level completed would be 'None' and the Reason for not attending school would be 'Other'.

Note the skip instruction if the response is 'No' or 'DK/NS', which directs you to question ED5.

- ▶ **ED4. In what standard/form/level are you/Is N presently?**

This question will provide information on present enrolment at the school level. Shade the appropriate bubble to indicate the present level of school enrolment for this person. If the response is anything other than those items listed, shade the bubble for 'Other'. 'DK/NS' should be used only as a last resort.

Note the skip instruction to go to the next person if there is a response to this question.

- ▶ **ED5. What was the last standard/form/level you have/N has completed?**

This question provides important information on educational attainment in a country. Only those who are not presently enrolled in school, i.e. responded 'No' or 'DK/NS' to ED3, are asked this question. Similar to the previous question, you should shade the appropriate bubble to indicate the last standard/form/level completed.

If a respondent has "only gone up to Standard 6", it does not mean that they completed that class. ALWAYS probe to determine whether or not the stated year of schooling was the **last standard/form/level completed** and record the appropriate response. If a teacher only went up to standard 6, but completed two (2) years of teacher's training in addition to one (1) year of internship and received no other training, then the level of schooling completed would be equivalent to an associate degree. However, a teacher who did not complete primary school, but sat the 1st and 2nd teacher's exam as well as the 1st class teacher's exam would be considered to have a standard 6 level of education, as well as training in those areas.

If the person to whom the questionnaire relates has never completed any standard/form/level, shade the bubble corresponding to 'None'.

Note: If person is less than 14 years old continue, else go to the next person.

Below is a conversion table for persons who may have attended a school that use the 'Grade' system.

Primary School Levels

Infant 1– Grade 1

Infant 2 – Grade 2

Standard 1 – Grade 3

Standard 2 – Grade 4

Standard 3 – Grade 5

Standard 4 – Grade 6

Standard 5 – Grade 7

Standard 6– Grade 8

Secondary School Levels

Form 1 – Grade 9

Form 2 – Grade 10

Form 3 – Grade 11

Form 4 – Grade 12

Associate (year 1) – Grade 13

In cases where it is not possible to convert the levels of a particular school to the ones listed on the questionnaire, shade the bubble for 'Other'.

ED6. Why are you/is N not attending school?

This question records why a person, age 5 to 13, is not attending school, and is only applicable to those persons responding 'No' or 'DK/NS' to question ED3. You should shade the appropriate bubble from the list which best matches the respondent's answer.

Note: Instruction to "Go to next person" if not the last household member. After the household questionnaire is completed you should review the listing and complete a 14 Years and Over questionnaire for all household members 14 Years and Over.

Completing the Person Questionnaire

A person questionnaire must be completed for each member of the household 14 years and over.

14 YEARS AND OVER

Person Number:

Shade the bubbles in the upper left hand corner corresponding to the person number for whom the questionnaire is being completed. For e.g. if it's for the head of the household you will shade '1' in the second row as follows:

PERSON

| | | | | | | | | | |
|-------------------------|----------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 | <input type="radio"/> 9 |
| <input type="radio"/> 0 | <input checked="" type="radio"/> | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 | <input type="radio"/> 9 |

Barcode:

There is a row of 8 blank boxes in the upper right hand corner. You will transfer the barcode number from the household questionnaire into these boxes. However, in cases where a barcode on the household questionnaire have leading zeros, **do not transfer the leading zeros into the boxes**. Please ensure that the numbers are transferred correctly and legibly.

Household Questionnaire Barcode

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
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Household Identification:

Transfer the district, urban/rural, cluster number, household number, ED number and CTV from the cover page of the household questionnaire to the person questionnaire.

Note: there is a result code for each person questionnaire.

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| <p>DISTRICT</p> <p><input type="radio"/> Corozal</p> <p><input type="radio"/> Orange Walk</p> <p><input type="radio"/> Belize</p> <p><input type="radio"/> Cayo</p> <p><input type="radio"/> Stann Creek</p> <p><input type="radio"/> Toledo</p> | <p>URBAN/RURAL</p> <p><input type="radio"/> Urban</p> <p><input type="radio"/> Rural</p> | <p>Cluster</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> | | | | <p>Household</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> | | | | <p>Result Code</p> <p><input type="radio"/> Complete</p> <p><input type="radio"/> Partially Complete</p> <p><input type="radio"/> Refusal</p> <p><input type="radio"/> No Contact</p> <p><input type="radio"/> Other (specify)</p> <p>_____</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input type="radio"/> 4 | <input type="radio"/> 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> 5 | <input type="radio"/> 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> 6 | <input type="radio"/> 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> 7 | <input type="radio"/> 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> 8 | <input type="radio"/> 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="radio"/> 9 | <input type="radio"/> 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Questions:

Only persons aged 14 years and older should be captured on this questionnaire. As you ask the respondents questions about themselves, omit all references to 'N' in the questionnaire. E.g. Instead of "In what country were you/was N born?" ask, "In what country were you born?"

If a member of the household is absent or is unable to respond to the questions, ask another responsible adult to provide the information on that person's behalf. In this instance, omit all references to "you" or "your" and replace "N" with the name of the person to whom the questions relate. E.g. Instead of "What is N's sex?" ask, "What is Shaun's sex?"

▶ 1.5. **LAST WEEK SUNDAY, what was your/N's age?**

This question should be used to verify the person's age given in the Household Listing Module. Do not simply copy the age from the listing and transfer here. After you have verified the person's age, write it in the two boxes provided and shade the corresponding bubbles. Persons aged 98 or above are given the age '98'. 'DK/NS' bubbles should only be used where it was totally impossible to get the age. If the respondent does not know, you should probe about the year that they went to school and the events at that time to deduce an estimate of age.

▶ 1.7. **Have you/Has N ever received, or are you/is N receiving training for any occupation whether formal or informal?**

Training is what the respondent learns outside of formal schooling usually in short, intensive courses or part-time. It must be for a specific occupation or profession and can have a practical component as in the case of on-the-job training.

If the response is 'Yes', continue with question 1.8. If the response is 'No' or 'DK/NS', you should follow the skip instruction to question 1.10 -Economic Activity during the past 12 months.

Note: all policemen, firemen and BDF soldiers have received training. Teachers' and Nurses' training are **not** regarded as training if it was part of a formal education course. Computer training (for example in Word and Excel) is not regarded as training because it is not for a specific job; computer training for a Data Entry Operator should be stated. "Training" in Business Management is not training if received at Sixth Form or University, whether the university is in Belize or abroad.

If the respondent has pursued or is pursuing more than one training course, the interviewer should refer to the most recent one.

▶ 1.8. **For what occupation were you/was N trained or are you/is N training?**

This question will provide some indication of the types of skills being acquired by persons receiving training.

Write the occupation for which the person was trained or is training on the line provided and write a detailed description of the occupation. The response will be coded by the editor/coder; therefore, it is important that you get responses that are very precise. For example, do not record "Clerk", but specify whether this person was trained as an accounts clerk, registry clerk, etc. It is important to **specify as clearly as possible**, what type of occupation the person was trained or is training for.

As mentioned above, if a respondent has been trained for more than one occupation, record the most recent training.

► **1.9. How did you/N receive or how are you/is N receiving most of this training?**

This question identifies the main method by which training was received or is being received for the occupation. Only one response should be recorded. The definitions for the categories are as follows:

Full-time/Part-time at institution

Institutions include vocational schools or other established bodies that provide specialized training outside of the conventional school system. E.g. ITVET

Correspondence course/Online course

This option is applicable if the training was acquired or is being acquired through books, manuals or courses provided by correspondence, i.e. through the post from institution or courses done via the internet.

On the job training

This is a “do-and-learn” training. It usually takes the form of a short course with some tutoring offered at the place of employment to acquire special skills. This also includes persons trained on apprenticeship.

Family background

This refers to training “at home” from family members who do the same occupation. For e.g. a father who is a mechanic training his son to become a mechanic.

Other

Any other source of training for an occupation not listed above. Specify the type on the line. For e.g. Field staff training for the LFS would be recorded as ‘Other’ and ‘SIB’ specified on the line.

Note the skip instruction if the training is not being/was not received at an institution.

► **1.9a. Which institution is/was responsible for providing this training?**

This question is designed to find out where the training was received and might ultimately assist the supervisors to determine whether this qualifies as training or not. Police Training Academy and Belize Defence Force are examples of training institutions for these occupations. However, Policemen and BDF soldiers might have also received additional training from institutions abroad. The following is a list of some of the training institutions in Belize:

- | | | | |
|---|---|----|---|
| 1 | BDF - Belize Defence Force | 10 | Fire Department |
| 2 | Police - Police Training Academy | 11 | BTIA -Belize Tourism Industry Association |
| 3 | BTB - Belize Tourism Board | 12 | BIM - Belize Institute of Management |
| 4 | ITVET - Institute for Technical and Vocational Education and Training | 13 | Religious Institution |
| 5 | WD – Women’s Department | 14 | Youth For The Future |
| 6 | YEA - Youth Enhancement Academy | 15 | 4 H Centre |
| 7 | YMCA - Young Men’s Christian Association | | |
| 8 | YWCA - Young Women’s Christian Assoc. | | |
| 9 | Cosmetology School | | |

If the response is not included in the list, shade the bubble beside 'Other' and record the response in the space provided.

- ▶ **1.10. During the PAST 12 MONTHS, how many weeks were you/was N:**
 - a. **working, or with job but not at work? (employed)**
 - b. **without work, wanting and available for work? (unemployed)**
 - c. **not working, not wanting or not available for work? (persons not in the labour force)**

This question is very important since it categorizes respondents into two major groups, those in the labour force (a and b) and those not in the labour force (c). The past 12 months refers to the 12 months that immediately precedes the start of the survey period. In this case, the past 12 months would be from April 1, 2012 to March 31, 2013.

If a person was on sick leave and/or vacation for a number of weeks, then these weeks fall into category 'a'. The total must add up to 52 weeks. If not, the interviewer must re-check. If any one of the section is 52 weeks, then the other two sections should be blank. If any two sections, (a + b), (a + c) or (b + c) adds up to 52 weeks then the other section should be blank.

a.

| | |
|---|---|
| 3 | 6 |
|---|---|

 working, or with job but not at work?

b.

| | |
|--|---|
| | 6 |
|--|---|

 without work, wanting and available for work?

c.

| | |
|---|---|
| 1 | 0 |
|---|---|

 not working, not wanting or not available for work?

| | |
|---|---|
| 5 | 2 |
|---|---|

 (a+b+c):
Total

There is a conversion table that will help you determine the number of weeks if the respondent answers in months. This table is included at the bottom of the page in the questionnaire.

| MONTHS - WEEKS CONVERSION | | |
|---------------------------|--------|---------|
| 1M=4W | 5M=22W | 9M=39W |
| 2M=9W | 6M=26W | 10M=43W |
| 3M=13W | 7M=30W | 11M=48W |
| 4M=17W | 8M=35W | 12M=52W |

Note the skip instruction for this question. If the answer to part 'c' of question 1.10 is more than 26 weeks, then you continue with question 1.11. Those persons would be categorized as being out of the labour force for that reference period i.e. Past 12 months.

▶ **1.11 To which one of the following groups did you/N belong the last time you were/N was not working?**

This question is only asked if the answer to 1.10C is more than 26 weeks. Read the list to the respondent and allow him/her to decide the respective category where he/she belongs.

For example, a person attending ITVET full-time, and who was not employed or unemployed (in other words a person not in the labour force) during the past 12 months would answer...

| 1.7 | 1.8 | 1.9 | 1.9a | 1.10c | 1.11 |
|-----|----------------------|----------------------------|-------|-------|----------------------|
| Yes | State the occupation | (Full-time at institution) | ITVET | 52 | (In school/training) |

▶ **1.12 LAST WEEK, did you/N do any work for pay, profit or family gain, for at least one hour?**

The emphasis in the question is on the '1 hour' of involvement in some form of economic activity. Even if the person only does the activity for an hour in the entire week, as long as it is within the reference week, the individual is considered to have worked. Although all workers should technically fit under this category, this question will more easily capture the respondent with a stable job or who engages in an economic activity on a regular basis. It is hoped that with the screening questions that follow, all those who do work of some sort, but perhaps on a small scale or on an irregular basis, will be captured.

Include all work whether full-time or part-time. The following are considered as having worked:

- Those who run their own business, regardless of the size (including vendors of any type of products).
- Those who receive a salary, wage, or some kind of payment in exchange for their labour.
- Unpaid helpers such as trainees and apprentices, unpaid helpers and family workers on commercial farms, in shops or other enterprises.
- Those involved in agricultural production whether for own use or for sale.
- Work at home such as sewing for someone outside the household, preparation of food for sale, sale of nuts, fruits, lottery tickets, etc.
- Persons who live in Belize but commute daily to work in Guatemala or Mexico
- Students with jobs (paid or unpaid) for at least one hour in the reference week.

Exclude:

- Household duties done around the house.
- Odd jobs such as gardening, cutting lawn, etc. done around the home.
- Voluntary work for service organizations such as Boys Scouts, Youth Groups, Cadet, etc.
- Red Cross activity if voluntary, since some jobs are for pay. Note similarities in other organizations.

Note the skip instruction to question 1.27 if the response is 'Yes'.

▶ **1.13 LAST WEEK, did you/N engage in any economic activity on the following list, for pay, profit or family gain, for at least one hour?**

Read the list of economic activities on the flash card (see page 50) provided to the respondent. The person does not need to do any of the activities on a regular basis. As long as he/she replies "Yes" to any one of the examples, it means the person did work for at least one hour in the reference week and is therefore considered employed. This question is an attempt to get those persons who might have done some work but did not think it worthwhile answering 'Yes' to 1.12.

Included here are all types of fruit and food vendors. It includes those who sell from home, prepare the food at home and sell door-to-door, in stalls, to the buses at their stops, etc.; those who "catch-and-kill i.e. odd jobs", and hairdressers/barbers.

While reading through the list, once a 'Yes' response is given to any of the activities, shade the bubble beside 'Yes' in 1.13 and follow the skip pattern to question 1.27. If after reading through the list, the person responded 'No' to *all* the activities listed, then you should record the answer as 'No' and continue to the next question.

▶ **1.14 LAST WEEK, did you/N have a job, business, or a farm from which you were/N was temporarily absent?**

Persons who have a formal job attachment but were away from their job for a valid reason are considered employed, especially if they are receiving a salary or wage. This question combined with question 1.15 is designed to capture these people. Note: if the response is 'No' or 'DK/NS', you should skip to question 1.16.

▶ **1.15 LAST WEEK, why were you/was N absent from work?**

For 'seasonal employment' and 'temporary lay-off', there must be a formal job attachment within 4 weeks for the person to be considered employed. If there is no formal job attachment within this timeframe or if the period extends to over four weeks, then the person would not be considered employed.

▶ **1.15a Do you/Does N expect to return to work WITHIN FOUR (4) WEEKS?**

This question is designed to capture whether those who responded to choice 'seasonal employment' or 'temporary lay-off' in 1.15 expect to return to work within 4 weeks. If 'Yes', then they are considered employed. Note the skip instruction at this question if the response is 'Yes'.

All employed persons should be now identified, by responding 'Yes' to either question 1.12 or question 1.13, or question 1.15a.

▶ **1.16 During the PAST TWO (2) MONTHS, did you/N look for work or try to start your own business?**

If the person is uncertain about what is meant by "look", explain that the person had to have been available for work and actively sought work through any formal or informal method.

Only if the response is either 'No' or 'DK/NS', then you skip to 1.18.

▶ **1.17 During the *PAST TWO (2) MONTHS*, what steps did you/N take to look for work or to start your/N's own business?**

Do not read out the list but probe if the respondent is unsure. Note that the answers to this question have squares attached to them instead of bubbles. This indicates that more than one answer is acceptable, so you should shade all the responses given. If he/she responds to 'Other job search method' make sure that he/she specifies what measures he/she took towards finding work and specify on the line provided.

Note: Those answering this question will skip to 1.19.

▶ **1.18 During the *PAST TWO (2) MONTHS*, what was the *MAIN* reason you/N did not look for work or try to start a business?**

This question applies if the person responded 'No' or 'DK/NS' at 1.16. If more than one reason for no job search applies, then shade the **main** one. There should be only one bubble shaded. Do not read the list, instead categorize what the person responded. If the person does not respond to any of the categories available, then do some probing. Do not use 'DK/NS' unless the person absolutely refuses or if he/she is giving information about another person and does not know the reason. Those responding to the option 'Did not want to work' will skip to 1.21 and are considered 'Persons Not in the Labour Force (PNLF)'.

▶ **1.19 Could you/N have started a job in the *PAST TWO WEEKS* if a job had been offered or you/N had the opportunity to start a business?**

This question is designed to find out whether the person was available or unavailable for work during the reference period. Persons who answer 'Yes' are available and willing to work, and will skip to 1.22. These persons are considered UNEMPLOYED. Persons who answer 'No' or 'DK/NS' will continue with 1.20 and are considered PNLF.

▶ **1.20 Why couldn't you/N have started a job or business?**

The respondent might have wanted to work but in fact, would have been prevented from doing so by one of the reasons listed. This would put the person out of the labour force, since the criteria for not being in the Labour Force are persons who, during the reference period were not economically active. That is, they were not working, were not seeking work or were not available for work. You should only record one response to this question - if more than one applies, ask which would be the **main** reason.

▶ **1.21 Do you/Does N expect to be available for work or to start your/his/her own business within the *NEXT SIX MONTHS*?**

The respondent will have a fairly good idea of whether or not he/she wants to work. Perhaps the reasons that are preventing him/her from working NOW could disappear within the next six months.

Persons presently doing home duties whether or not they have worked before may be available for work within the next six months. Also, students may be in their final weeks/months of school or find the need to 'drop out' to support the family.

Note the skip instruction if the response is 'No' or DK/NS'.

▶ **1.22 In what kind of occupation would you/N be interested?**

A specific occupation or job title as such may not be mentioned. In cases like these, probing may help to answer the question. "What would you like to do, make or produce?" The nature of main duties performed is what is important in determining the future occupation. Specify, in as much detail as possible. Record the response in the space provided.

INTERVIEWERS: Please do not shade any of the bubbles under this question. This is reserved for the coders.

▶ **1.23 In what industry would you/N be interested in working?**

A specific industry as such may not be precisely expressed. In cases like these, probing may help to answer the questions, "Where would you like to work? What is made or produced there?" The nature of goods and/or services produced is what is important in determining the future industry. Specify, in as much detail as possible, the type of work carried on at the person's desired work place. Record the response in the space provided.

Note the skip instruction for this question. If 1.19 is 'Yes' Continue, else skip to 1.25.

INTERVIEWERS: Please do not shade any of the bubbles under this question. This is reserved for the coders.

▶ **1.24 How long have you/has N been without work, wanting and available for work?**

This question is for unemployed persons. It seeks to find out how long individuals have been unemployed. Always compare this response with that at 1.10b.

▶ **1.25 Have you/Has N ever worked?**

Record the response given by the respondent. Also check the response at 1.10a; if response is 1 week or more then 'Yes' should be recorded. Do not assume that all housewives have never worked. These persons should still be asked the question. Persons who have worked abroad but are now living in Belize will be considered to have worked before.

Note the skip instruction if the response is 'No' or 'DK/NS'.

▶ **1.26 Why did you/N stop working?**

Indicate the **main** reason for why the respondent stopped working. All persons responding to question 1.26 must skip to question 1.28 and answer the questions as it relates to their 'previous job'.

▶ **1.27 LAST WEEK, did you/N have more than one job or business activity?**

Only those respondents who are employed are asked this question. For those who turn out to be multiple jobholders, all the following questions (1.28, 1.30 to 1.33) must be answered for both the main job and the other job.

Questions 1.28, 1.30 and 1.31 are asked of all persons working and those not working but had worked before (Previous Job). Choose the appropriate wording.

Note: for those with one job only, record responses under "Main job". For those with more than one job, record responses under "Main job" and "Other job". For those who are not presently employed but have worked before, record responses under "Previous job".

► **1.28 What category of worker are you/is N or were you/was N in your/N's present/last job?**

This question collects information on the respondent's present job(s), main and other job, and last job, i.e. previous job.

Read the list. The categories are defined as follows:

1. Own business/self-employed with paid help: A person who operates his/her own economic enterprise or engages independently in business or trade, and hires one or more employee, who are paid in cash or in kind, is an employer. The number of employees for main job/business only will be explored in 1.29.
2. Own business/self-employed without paid help: This person operates his/her own economic enterprise or engages independently in business or trade, and hires no one that he/she pays in cash or kind.
3. Paid employee - government: This is a respondent who works for the government (either central or local) and receives a wage or salary. Persons who tender their service to the government, such as school-bus operators (transportation of primary school children) and contractors hired for specific projects under tender, are self-employed and not government employees!
4. Paid employee - quasi-government (statutory boards): Development Finance Corporation (DFC), Central Bank of Belize, Social Security Board, Belize Investment Management Company (BIMCO), Karl Heusner Memorial Hospital (KMHM), Belize Airports Authority, Ports Authority, Statistical Institute of Belize, and Belize Tourism Board are examples under this category.
5. Paid employee – private/NGO: Belize Natural Energy is an example of a private business. Also, church/state schools are considered private.
6. Paid employee – International Organisation/Embassy: Persons that work for UN agencies or Embassies will fall under this category.
7. Unpaid family worker: This is a respondent who works for relatives in a business or farm which is run for profit, but who receives no payment in cash.
9. DK/NS – should only be used as a last resort.

Note: only those responding 1.28 = 1 'Own business/self-employed with paid help' for **main job** continue with 1.29. All others skip to 1.30.

► **1.29 How many workers do you/does N employ in your/N's MAIN business?**

This question is designed to find out what sizes of establishments are predominant in Belize. Therefore, it applies to main job only for persons who have their own business or are self-employed with paid help.

Note that responses in both rows are allowed if both are applicable.

► **1.30 What is/was your/N's job title? Give a brief description of your/N's MAIN duties.**

This question asks for details of the jobs held by those persons who have ever worked (those presently employed, unemployed or out of the labour force, but with work experience). For those with more than one job ask first about the main job then about the secondary one. The main job definition is found in this manual.

Probe for a description as complete as possible of the main duties. Do not use such vague terms as driver, teacher, or salesman. Terms must be specific. Acceptable job descriptions would be bus driver, primary school teacher, and life insurance salesman. For domestic workers, state their specific responsibilities in the description. Likewise for police officers, include their rank as part of their job title.

Be very careful to distinguish vendors and their assistants. If the person is a vendor, state the products sold, and show how the person conducts sales, whether from their own home, door-to-door, on the street side, at a stall in some building, or at their own store. Be very careful to distinguish between farmers and farm labourers. If the person is a farmer, that person is usually self-employed. If the person is an unpaid family worker, compare responses to 1.42 income, which should show that the respondent is indeed unpaid. For a multiple jobholder it is possible for one job to be paid employment and the other unpaid.

Note: 'Previous Job' should only be filled in for those persons who are either unemployed or not in the Labour Force.

INTERVIEWERS: Please do not shade any of the bubbles under this question. This is reserved for the coders.

► **1.31 What is/was the name of the place where you/N work/worked and what type of business is/was carried on there?**

Obtain the name of the place the person works or worked. In the cases of persons employed by the Local or Central Government, write down the name of the office, or ministry/department in which they work/ed. If the respondent is working or had worked on a special project, write down the name of the project as well as the Government ministry/department or agency that is managing/has managed the project.

For domestic or other personal service workers, who work/ed as paid employees in private homes, write in "domestic worker in private home" as the description.

The type of goods and/or services produced describes the kind of economic activity of the place where the person works/worked. This is very important because it will indicate what types of industries employ what type of labour and at what cost.

Avoid vague descriptions of the type of products produced. For example, do not merely say farming. Say what type of agricultural produce is cultivated. Do not just say agricultural production but say whether only the crop is grown, whether any processing of the harvest is done before it is sold, etc.

Do not say "high school" but state whether it is governmental or private. Do not just say store, but indicate what types of goods are sold at the store, and if wholesale, retail or both. State whether a vendor at a market sells from a booth (such as the Commercial Centre-Belize City), stall or in the street.

Employed persons continue with question 1.32. Employed persons would have answered question 1.27, so if this is unanswered skip to question 1.44.

Note: Previous Job should only be filled in for those persons who are either unemployed or not in the Labour Force.

INTERVIEWERS: Please do not shade any of the bubbles under this question. This is reserved for the coders.

▶ **1.32 How many hours do you/does N usually work per week in all jobs?**

Note that the hours indicate hours usually worked in the person's main job and other job(s). You are not to record anything for "Other Job" if the respondent has only one job – "Main Job". If the person usually works '98' hours or more per week record '98' where applicable. If the respondent does not know the hours usually worked in main or other job(s) record '99'.

If the respondent has more than one job, sum the hours for main and other jobs and write the total hours in the box at the bottom for the appropriate person. If the total hours are unknown, record '99' in the 'Total' box.

▶ **1.33 LAST WEEK, how many hours did you/N actually work?**

This question asks the hours actually worked, which may differ from the hours usually worked (1.32). You are not to record anything for "Other Job" if there is only one job – "Main Job". However, if the respondent has another job besides his/her main job, but did not do any work in his/her "other job" during the course of the reference week, '0' should be recorded. If the person worked '98' hours or more record '98' where applicable. If the respondent does not know the hours actually worked in main or other job(s) record '99'.

If the respondent has more than one job, sum the hours for main and other jobs and write the total hours in the box at the bottom for the appropriate person. This will also help you to follow the skip pattern at 1.34. If the total hours are unknown, record '99' in the 'Total' box.

▶ **1.34 This is just an interviewer instruction**

IF THERE IS A DIFFERENCE IN TOTAL HOURS WORKED IN 1.32 AND 1.33 THEN CONTINUE WITH 1.35, ELSE SKIP TO 1.36

▶ **1.35 LAST WEEK, what was the reason for the difference in total hours usually worked and total hours actually worked?**

Ask the respondent the reason why they worked more or less hours in the reference week. Do not read out the options. Probe if necessary. Only one response should be recorded.

▶ **1.36 This is just an interviewer instruction.**

IF TOTAL HOURS USUALLY WORKED IN 1.32 IS LESS THAN 35 HOURS THEN CONTINUE WITH 1.37. ELSE, SKIP TO 1.41.

▶ **1.37 What is the MAIN reason why you/N usually work/works less than 35 hours?**

This question refers to usual hours of work and should NOT be mistaken for actual hours worked.

▶ **1.38 LAST WEEK, were you/was N available for additional work?**

This question is an attempt to collect information on those persons that are considered **UNDEREMPLOYED** based on the number of hours usually worked per week i.e. less than 35 hours. THOSE WHO RESPONDED 'YES' TO THIS QUESTION ARE CONSIDERED UNDEREMPLOYED.

Note the skip instruction to 1.41 if 'No' or 'DK/NS'

▶ **1.39 In what occupation would you/N be interested in doing additional work?**

This question helps to find out the occupation of interest for additional work for those persons who responded 'Yes' to 1.38. These persons are considered to be the **underemployed**. A specific occupation or job title as such may not be mentioned. In cases like these, probing may help to answer the question. "What would you/N like to do, make or produce for additional work?" The nature of main duties wished to perform is what is important in determining the occupation the person is interested in for additional work. Specify as detailed as possible the type of work the person wishes to be involved with.

INTERVIEWERS: Please do not shade any of the bubbles under this question. This is reserved for the coders.

▶ **1.40 In what industry would you/N be interested in doing additional work?**

This question helps to find out the industry of interest for additional work for those persons who responded 'Yes' to 1.38. A specific industry as such may not be precisely expressed. In cases like these, probing may help to answer the questions, "Where would you like to be employed for additional work? What is made or produced there?" The nature of goods and/or services produced is what is important in determining the industry. It is important to specify in as much detail as possible, exactly what goes on at the industry in which the person is interested in doing additional work.

INTERVIEWERS: Please do not shade any of the bubbles under this question. This is reserved for the coders.

▶ **1.41 With respect to your MAIN job, how long have you/has N been working with this employer/in your/N's own business without broken service?**

This refers to the period of unbroken service in the person's main job. It is very important to compare the consistency and logic of answers, especially at 1.10a, 1.24 and 1.41. If the respondent states less than one year at 1.41, but answered that he worked 52 weeks in 1.10a, clarify what was done in the remainder of the year.

In addition, for self-employed persons, especially those who work without help and who may be contractors moving from site to site, try to capture information on how long they have been self-employed. For example, a mason may say he works for Mr. Smith building a fence last week, but for the previous month worked for Ms. Grinage, building an addition to her house. Find out if this person is self-employed and for how long he has been doing masonry as his own boss.

Note: if 6 months or more round to '1' year. If less than 6 months, round to '0'.

▶ **1.41a. Is this your/N's first job/business?**

This is just to find out whether this is the respondent's first job. This is not restricted to Belize if the person migrated from another country. Check consistency among age of person (1.5), person's first job (1.41a) and length of time without broken service (1.41). E.g. It is strange for a 65 year old man to say that he only has one year working in his first job.

Note the instruction to skip to 1.42 if the response is 'Yes'

▶ **1.41b How long did you/N work with your/N's previous employer, or in your/N's own business without broken service?**

This refers to the period of unbroken service in the person's last job. It will indicate the period the respondent worked for the previous employer without broken service.

Note: if 6 months or more round to '1' year. If less than 6 months, round to '0'.

▶ **1.42 What is your/N's total income from employment in your/N's MAIN job? This is before taxes and deductions. (Include tips, bonuses, commissions, etc., from all sources.)**

The objective of this question is to get the specific income of respondents; income in this case refers to income before taxes. Try as much as possible to encourage respondents to reveal the true income. Reinforce the confidentiality of the survey, and its complete independence from the Income Tax Department. If the respondent is still reluctant, only then will you, as a last resort, use the income flashcard (see page 50) for that person to illustrate the general category into which his/her income falls.

If 'No fixed period' shade the value 26 for income group, shade the option 'No fixed period' in question 1.43 and go to question 1.44. If question 1.42 has an income stated or an income group shaded then question 1.43 cannot be 'No fixed period'.

For persons who are unpaid family workers, their responses should look like this:

Q1.28 = Unpaid family worker Q1.42 = 0 Q1.43 = Unpaid family worker

Those with "Own Business", their income will be the difference between their business expenses and business revenue.

There are two practices to follow here. If the respondent gives you an actual amount you should write that amount on the line provided below total income (Q1.42) and ask question 1.43. You can then shade the appropriate income group either at the time of the interview or once the interview is complete. Alternatively, if the respondent does not give you an exact amount, you should use the flashcard and shade in the income group given.

▶ **1.43 How often do you/does N receive this income?**

For a public officer's response: 1.42 – \$1,250.00 & 1.43 – 3 (every two weeks/Fortnightly)

This means he earns $\$1,250.00 \times 2 = \$2,500.00$ monthly.

▶ **1.44 LAST WEEK, who/what was your/N's MAIN means of financial support?**

A person who works does not necessarily make enough money to support himself/herself. Therefore, it is necessary to ask what or who his/her main means of financial support was during the reference week.

This will also give an indication of how many persons from a particular household depend on a certain person's income for support.

'Social Assistance from Government' includes those receiving assistance from the Ministry of Human Development. Also, remittances from abroad refer to money received from outside of Belize.

This question marks the end of the interview for this person. Thank them for their time and patience, and ask if they have any comments or questions. These can be recorded in the comments section on page 2 of the household questionnaire. You should also inform them that the household may be the subject of a re-interview, which would only last between 5 and 15 minutes.

DO NOT COPY

Interviewing Techniques

Your appearance and self-confidence will determine the first impression one gets of you. Dress appropriately and show that you are a responsible person.

Always introduce yourself, present your ID card, and state the purpose of your visit. Explain what the survey is about and let the respondent know what you would like him/her to do, e.g.

“Good Morning, my name is Maria Jones. I am working with the Statistical Institute of Belize conducting interviews for the 2013 Labour Force Survey. This survey seeks to collect information on all persons; particularly those 14 years and over, whether or not they are working. I would really appreciate if you could spare me some time in answering some questions about your household.”

If the respondent wants to know why the SIB is conducting this survey, inform him/her that the information collected on the Labour Force Survey is used to calculate key economic indicators such as unemployment rates, the types of occupation and industry, the number of hours people usually work per week, and the type of work people are looking for in Belize.

Your success in collecting complete and accurate information depends significantly on your interviewing skills. The following instructions should assist you in this area:

- **Read every question exactly as worded.** Most of the questions are worded using different tenses depending on who is giving the information. You should select the correct tense when reading the questions to the respondents. ‘N’ should be substituted with the name the question is referring to.
- **Read every question in the order it was written.** There will be cases when the response to a question will give response to other questions. Only in cases like those, you will not ask the question and just record the response, e.g. If at Q1.42 the response is \$200 – weekly, then you do not need to ask Q1.43.
- Follow the skip instructions so that you do not ask questions which do not apply to the person being interviewed.
- Listen carefully to the responses.
- **Record the answers in the questionnaire during the interview.** You must not record the answers on scraps of paper and transfer them to the questionnaire. You must not think that you can trust your memory and record any response given, later.
- **Repeat the question if respondent does not understand.** Even though most of the questions are straightforward, sometimes respondents may not understand a question or may give you an unclear answer. Repeat the question. If this does not help, then probe. When you probe, you may word the question differently or ask other questions. These questions should mean the same as the original one in the questionnaire and should give the same response. Probing should be neutral and should not bias the respondent to answer one way or the other.

- **Never suggest answers for the respondent or write in answers you think the respondent would like to say.** Never complete an interview for a person whom you either did not finish an interview with or did not interview. Ask the respondent each question that pertains to him or her; listen carefully to the response and record it accurately on the questionnaire.
- At times you may encounter someone who wants to talk about everything else except the survey. **Avoid any discussion about controversial issues**, especially those concerning politics and religion. Listen, pass no personal comments, and courteously redirect attention to the survey.
- Remember that **your conduct during the interview is likely to influence the kind of response that you or another interviewer receives** the next time around.
- It is extremely **important that the interviewer remains absolutely neutral with regard to the subject of the question.** If the respondent asks you for your opinion, wait until the end of the interview to discuss the matter with him or her.
- Most people are naturally polite, particularly with guests and they tend to give answers and adopt attitudes they think will please the interviewer. **You must not show any surprise, approval or disapproval regarding the answer given by the respondent.** You must also avoid any pre-conceived idea about the respondent's ability to answer certain questions or about the kind of answer he/she is likely to give.
- **The interviewers must maintain the tempo of the interview;** in particular, avoid long discussions of the questions with the respondents. If you are receiving irrelevant or complicated answers from a respondent, you should not break into sharply, but you should listen to what the respondent is saying and then lead him/her back to the original question. You should remember that **you** are conducting the interview and that **you** must control the situation at all times.
- It cannot be over-emphasized that **all data collected are strictly confidential.** The divulging of personal data by an interviewer is forbidden by law. This rule is all the more important since it provides the foundation of all statistical work. All questions should be put to the respondent in complete privacy in order to re-assure the respondent that his/her answers will remain confidential. The presence of other people during the interview may cause him/her embarrassment and influence some of his/her answers.
- In cases of refusal, **reassure the respondent of the confidentiality** of the survey data and your oath of secrecy.
- Always remember to THANK THE RESPONDENT for providing the information and inform them that someone else may be coming back to the household to conduct re-interviews.

Interviewing Procedures

As interviewers, you will be given a list of all the households in your assignment. You will be expected to visit each one of the households on your list and conduct interviews. It does not matter who lives in the household. You are concerned with the household address only and should interview whoever occupies that household.

1. Contact an adult or responsible person in that household i.e. a person 18 years or older.
2. Complete the Record of Visits on the cover page of the questionnaire. The date, time started, time ended, result code, final result code of interview are important for administrative purposes. It will help in better planning of the fieldwork for future surveys.
3. A "Comment Section" is included in the questionnaire. Where a business has replaced a household at a particular address or whenever a questionnaire has result code 2, 3, 4, 5, 6, and 7 remarks **must** be placed in this section. When you encounter a household that speaks a different language than yours, mark response '0' in your Record of Visits and specify "language barrier". This should be brought to the attention of your supervisor so that appropriate arrangements are made for this household to be interviewed.
4. Record the names, relation to head, sex, ethnicity, country of birth and ages of all the persons who live in that household, starting with the head of the household in the household listing module. The other members, including the elderly and babies, should be listed in descending order of age as of last week Sunday. Remember both the first and last name should be recorded for the head.
5. Interview every person 14 years or over listed as members of the household. If not available or unable, then a responsible adult could give the information.
6. After finishing the interviews at each household, you must verify that all the relevant sections have been filled out correctly and legibly. You must also make sure that the required information is recorded in the sections that apply to each member of the household. This must be done immediately after the interview and before you hand in the questionnaire to your field supervisor.
7. Do not submit questionnaires for which the result code is 2 "Partially Complete", 4 "Refusal", 6 "No suitable respondent" and 7 "No Contact", **if** you only visited the address once. You may want to inquire from the household's neighbour the most convenient time to visit, such as another day when you will be working near the household or a time when the respondent is usually at home.
8. An interviewer that was paid for a questionnaire with result code 3 to 9, or 0, should be included in any additional effort to get a complete interview. If this interviewer (or in unusual cases another interviewer) manages to get a complete interview at a later date he/she is paid the difference. FS' are not paid for any interviews they conduct, since this is considered a part of their responsibility to assist interviewers.
9. You are allowed to correct minor errors such as those made when writing down an answer, but you must never make any other change in the completed questionnaire without posing the question again to the respondent.
10. A Spanish version of the questionnaire is given to you for use at households where the respondents can speak only Spanish. Use this questionnaire only to ask the questions, and use the English questionnaire to record the responses.

General Instructions for Recording Responses

- **Interviewers** use No. 2B pencils only. Do **not** use pens. If you must erase, do so as neatly as possible. Go through the entire questionnaire to make sure the appropriate mistakes were corrected.
- You must mark only one response for each question, unless stated otherwise e.g. Question 1.17. You can easily identify a question that allows for multiple answers, because the responses have a square (□) rather than a bubble (○) which denotes a single response is required. The questionnaire cover has some examples of incorrect marks as well as the correct one, as well as examples of legible numbers which have to be written in the squares.
- For some questions a numeric response is required. There are two ways to record the respondent's answer, depending on the format of the question. An example of each follows.
 - You may be required to write the numbers in a set of boxes, such as in question 1.10a. This asks for the number of weeks that the person was working, or with a job but not at work. There are two boxes into which you should write the number. (Remember that if the answer is less than 10, you do not need to write in a leading zero, just write the answer in the right hand side box. In addition, the numbers should not touch the edges of the boxes).

a.

| | |
|--|--|
| | |
|--|--|

 working, or with job but not at work?

a.

| | |
|---|---|
| 2 | 6 |
|---|---|

 working, or with job but not at work?

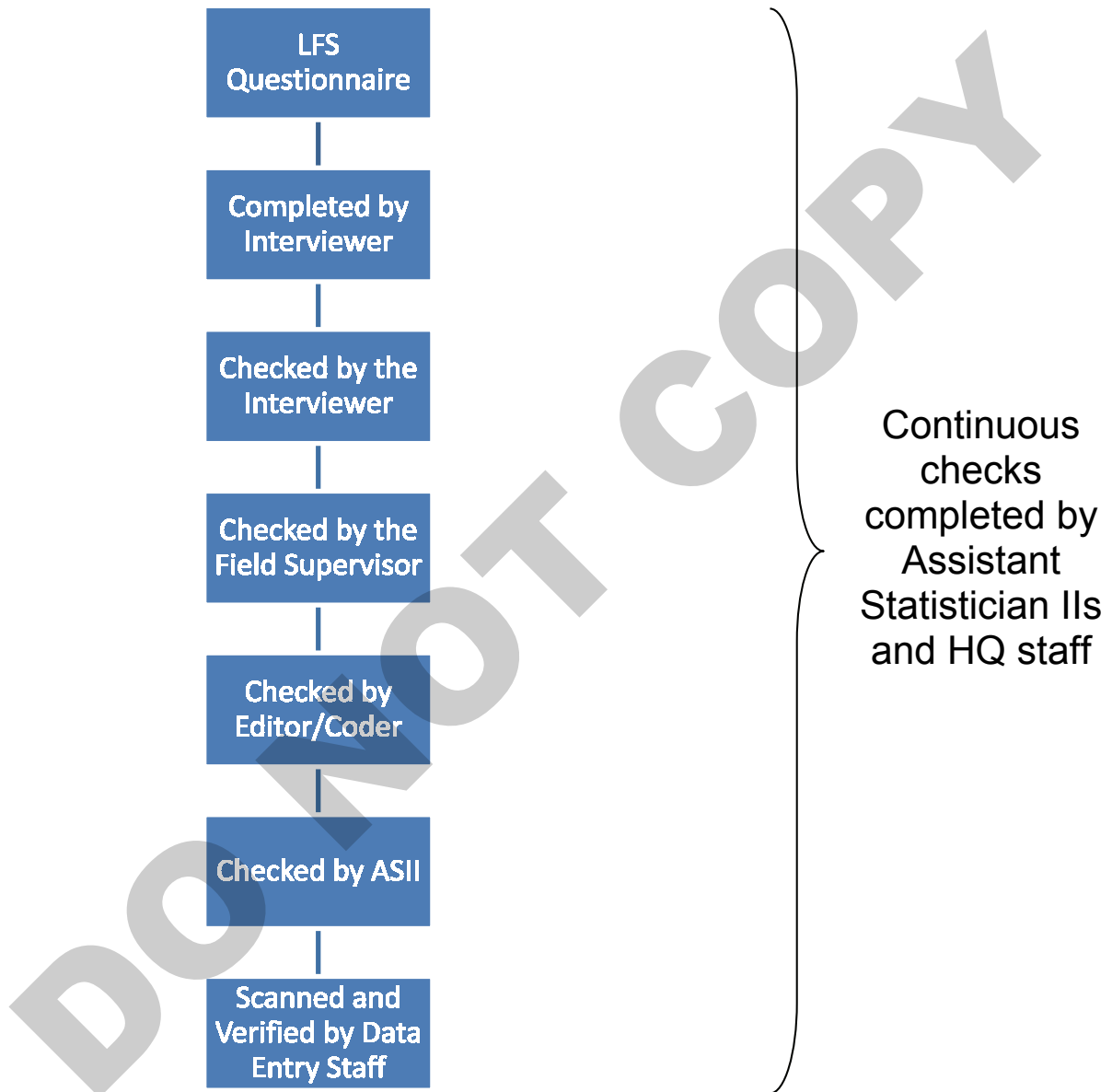
- The alternative way of registering a numeric response is by shading in a series of bubbles, such as for question 1.5, where you record the person's age. Here you will shade a single bubble per row, corresponding to the correct digits. If the person is aged below 10, simply shade the number corresponding to the age in the second row.

| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|-----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <input type="radio"/> DK/NS |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|-----------------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | <input type="radio"/> DK/NS |
| 6 | 0 | 1 | 2 | 3 | 4 | 5 | ● | 7 | 8 | 9 |

Checking the Completed Questionnaire

The diagram below shows that a questionnaire is checked by the interviewer, the field supervisor, the editor/coder, and the Assistant Statistician II (ASII) in the district, before it is sent to HQ for processing. Additional checks may be carried out by the ASIIs and/or HQ staff throughout the survey period.



Role of the Field Supervisor (FS)

The main role of the field supervisor is to ensure that the fieldwork is properly conducted and to assist interviewers in doing so. The field supervisor is normally the liaison between the interviewer and the Assistant Statistician II for your district. For this round of the LFS, field supervision will be done by SIB staff.

The training given to field supervisors enable them to supervise and assist the interviewers with any question they may have concerning the questionnaire or difficulty they may encounter in the field.

Your Duties:

- DISTRIBUTE all necessary fieldwork materials to the interviewers.
- PREPARE the Field Supervisor's Control Form (see page 52)
- ARRANGE meetings (in the field, if possible) with each of the interviewers to check on the fieldwork. Maintain your meeting schedule with interviewers.
- OBSERVE at least one interview for each interviewer.
- CONDUCT at least three re-interviews for each interviewer.
- ACCOMPANY interviewers to households that have refused to participate in the survey to seek their cooperation.
- CHECK the result codes of all questionnaires.
- VERIFY households with result codes 2 to 9 and 0, and include in the comment section of the questionnaire the date and time verification was done.
- CHECK completed questionnaires for errors and omissions.
- DISCUSS with interviewers any consistent errors or omissions, e.g. description of occupation.
- RETURN to interviewers, questionnaires with errors and omissions that cannot be edited in the office.
- ENSURE that interviewers submit the household listing and a questionnaire for each household on the listing. If head of household is not the same as the one on the listing, then make sure that the listing is updated with the new head of household.
- SIGN each questionnaire that you have checked and edited.
- SUBMIT completed questionnaires with the corresponding listings and Supervisor's Control Form to the Assistant Statistician II. These must NOT be submitted to the Editor/Coders.
- COLLECT any excess questionnaires and ID cards from interviewers upon completion of their assigned work.

Role of Interviewer

Interviewers are the key persons responsible for collecting the information needed. Therefore, the accuracy and quality of the survey data depend on the thoroughness with which they perform their task.

The training you are given will enable you to collect the required information. In addition, your **fact**, **approach**, **patience** and **self-confidence** would assist you in obtaining co-operation from the respondents. You should always introduce yourselves, presenting your ID card, and explaining the purpose of your visit.

Main duties:

- **PREPARE** the cover page information on the questionnaires before visiting the households, using the information provided on the household listing (see page 49) Eg. E.D.#, Household number etc. Use 2B pencil only.
- **CONTACT** every household assigned.
- If the head of the household is different from the one on the listing, make a note of it in the Interviewer's Comment Section on page 2 of the questionnaire and on the listing. It is possible that a new household is there now. It may also help to confirm whether or not the correct address is being interviewed.
- **RECORD** any additional information to the comment section of the listing that would make the household more identifiable.
- **CONDUCT** complete interviews of each person 14 years or over. This may mean making callbacks to certain households if the interview was not completed. Interviewers are required to make up to four call-backs if they are unable to contact the respondent. Field supervisors need to verify if after four attempts, the interviewer is still unable to make contact with the household.
- **RECORD** answers accurately.
- **ENSURE** that the appropriate person section is completed for each person in the household.
- **ARRANGE** with supervisor specific times of the day you will meet to discuss your weekly progress. All appointments should be kept.
- **REPORT** to supervisor any difficulty in interpreting the questions or obtaining information (such as refusals) and include in the comment section of the questionnaire the date and time when your FS accompanied you to a household.
- **CORRECT** errors or omissions pointed out by supervisor.
- **REMEMBER** that a questionnaire should be submitted for each household on list regardless of the result code. Each interviewer needs to be accountable for each questionnaire given to him/her.
- **COMPLETE** the interviewer's control form (see page 51).
- **SUBMIT** all completed questionnaires, including additional person questionnaires, modules, spoilt and blank questionnaires, interviewer's control form and household listings to your field supervisor.

Role of Editor/Coder

The role of the editor/coders will be to edit and code all questionnaires once they are received. They should report to their Assistant Statistician II all common errors made by the interviewers. Do **not** assume responses when information is missing.

Hours of Work

Interviewers and field supervisors will be expected to work beyond normal working hours and on weekends. You will find out that it is sometimes difficult to meet some respondents during normal working hours and may have to call back late in the evenings or on weekends when those persons are more likely to be at home.

The normal working hours for editor/coders is from 8:00 a.m. to 12 noon and 1:00 p.m. to 5:00 pm from Monday to Thursday, and from 8:00 a.m. to 12 noon and 1:00 p.m. to 4:00 p.m. on Friday. You are also required to sign the register daily.

Interviewer's Survey Kit

An interviewer's survey kit is made up of the following items:

- Interviewer's Control Form (see page 51)
- Main LFS questionnaires (English and Spanish)
- 14 and over person Questionnaires
- Training Manual
- Household Listings (see page 49)
- Income Flashcard (see page 50)
- Call back forms (see page 53)
- Photo ID card, pencils, erasers, a sharpener, and a clipboard

NOTE: All photo ID's should be returned to the district office before last payment is made. Any ID lost should be reported to the respective Assistant Statistician II immediately. A \$10.00 fee will be deducted for any ID not returned.

Important Reminders for Interviewers

BEFORE LEAVING THE HOUSEHOLD:

- Ensure all applicable sections have been completed for each member of the household.
- Return to the cover page of the questionnaire and complete the Record of Visits, including the Result Code, Time Ended and Final Result Code.
- Write comments on page 2 if the result code is either 2, 3, 4, 5, 6, 7, 8, 9 or 0.
- If the name of the head of household has changed, make a note of this on the sample listing.
- If an appointment was made for a call back, remind the respondent that you will be returning by confirming the date (day) and time.
- Thank the respondent(s) for his/her/their cooperation.
- Remember to shade the person number on page 3 of the respondent that provided the information for the household listing module.
- Conduct interviews for all persons 14 years or over in the household at the time of the interview.

BEFORE HANDING OVER QUESTIONNAIRES TO YOUR SUPERVISOR:

- Check all questionnaires to ensure that they are completely filled out.
- Check that the person number for persons 14 years and over corresponds with the number on the household listing module.
- Check that the household barcode number has been transferred to the cover page of each person questionnaire. Remember that the leading zeros in the barcode number of the household questionnaire should not be transferred in the boxes for the person questionnaire.
- Crosscheck all entries with those in the household listing (see page 49) to ensure that they correspond and that there are no duplicate Household Numbers. Update listings with changes.
- Ensure that all responses are properly shaded and that all written responses are legible and complete.
- Write your signature on the cover page, confirming that the questionnaire is complete and that the result code is correct.

NOTE: DO NOT HAND OVER QUESTIONNAIRES RELATING TO A HOUSEHOLD FOR WHICH ENUMERATION IS PARTIALLY COMPLETE UNLESS YOU HAVE MADE AT LEAST FOUR (4) VISITS TO THE HOUSEHOLD.

Interviewer's Checklist

- ▶ Ensure the cover page is complete:
 - That the household details are all complete and correct.
 - The result codes are complete and correct.
 - That you have signed the questionnaire to confirm it has been completed and that you have performed the checks listed here.
- ▶ Ensure that the ages recorded in HL7 match those shaded in 1.5.
- ▶ Ensure that there are no responses for persons under 5 in the Education Module.
- ▶ Ensure that no question has more than one response, with the exception of 1.17.
- ▶ Ensure that the total number of weeks in 1.10 adds up to 52 ($a + b + c = 52$).
- ▶ If the response to 1.27 is 'Yes', then 1.28, 1.30 to 1.33 must have responses for Main job and Other job.
- ▶ If the response to 1.28 is 'Own business/self employed with paid help' for Main job, then there should be a response recorded for 1.29. If the response is one of the other options, 1.29 should be left blank.
- ▶ Check that if the difference in the totals for 1.32 and 1.33 is greater than zero, then a response has been recorded for 1.35.
- ▶ Verify the total hours worked in 1.32 – if this is less than 35, ensure that 1.37 has a response.
- ▶ Ensure that for every member of the household the following questions have been answered:
 - HL3
 - HL4
 - HL5
 - HL6
 - HL7
- ▶ Ensure that there is a response for ALL persons 5 years and over in the Education Module.
- ▶ Verify that you have copied the barcode from the household questionnaire to all person questionnaires used, and that the household identification sections match.
- ▶ Ensure you have written all the comments necessary on page two of the household questionnaire.

Field Supervisor's Checklist

- ▶ You should ensure all the information on the cover page matches that shown in the sample listing for each household.
- ▶ You should ensure that any change in the head of the household is recorded on the sample listing, and also in the comments section of the questionnaire.
- ▶ Ensure that the interviewer has completed the questionnaire for each member of the household. This includes verifying that each person on the household listing has answered the LFS questionnaire.
- ▶ For person questionnaires verify:
 - The barcode number from the household questionnaire has been copied accurately and legibly to the cover page of each person questionnaire
 - That the household identification section matches that on the main household questionnaire (i.e. district, urban/rural, CTV, ED and the cluster and household numbers)
 - That the person numbers that have been entered on the cover page match those on the household listing module.
- ▶ Identify those persons who were employed in the reference period – those persons who answered any of the following:
 - 1.12 answer is Yes
 - 1.13 answer is Yes
 - 1.14 is yes and 1.15 answer is from Vacation to Don't know
 - 1.14 is yes and 1.15 is Seasonal employment or temporary layoff and 1.15a answer is Yes

For these people, the following questions must be answered:

- 1.27
 - 1.28, 1.30, and 1.31 Main job (and Other job if 1.27 is Yes)
 - 1.32 and 1.33 Main Job (and Other job if 1.27 is Yes)
 - 1.41 and 1.41a
 - 1.42, 1.43 and 1.44
- ▶ Identify those persons who were not employed during the reference week:
 - 1.12, 1.13, 1.14 is No or Don't Know and 1.19 is Yes

For these people, the following questions must be answered:

- 1.22
 - 1.23
 - 1.24
 - 1.25
 - In addition if 1.25 is Yes, then 1.26, and Previous Job for 1.28, 1.30, 1.31 and 1.44
- ▶ Identify those persons who were classed as PNLF during the reference week:
 - 1.12, 1.13, 1.14 is No or Don't Know and 1.18 is Did not want to work or 1.19 is No or Don't Know

For these people, the following questions must be answered:

- 1.21
- 1.25
- 1.44
- In addition if 1.25 is Yes, then 1.26, and Previous Job for 1.28, 1.30 and 1.31

Procedures for Re-Interviews

- Re-interviews should not exceed more than 15 questions and should not take more than 15 minutes.
- Interviewers should know that random households will be re-interviewed but not when nor which households.
- Re-interviews should **not** be substituted with field supervision (e.g. supervision of an interviewer).
- Re-interviews should occur the **same** week as the original interview.
- The person doing the re-interview should know whether the person responding is the same as the one who responded to the questions asked by the interviewer.
- Re-interviews are not done to change the data but instead to evaluate the quality of the information. The information collected from the interviewer should not be changed, instead any differences should be recorded in the comments section of the questionnaire on page 2.
- The questions/information checked must be ticked off during the re-interview.
- The questions being checked for the re-interview should be spread out and should include at least one question per person or section answered. Do not check information for only one person.
- For visits to confirm questionnaires with result codes 2-9 and 0, or to confirm a change in the head of the household, a note should be written to confirm the interviewer's comment.
- When a re-interview is completed, the name, signature, and date of the person conducting the re-interview should be entered on the cover page.

Editing/Coding Guidelines

All Editor/Coders should read the Interviewer's Training Manual and the Editing and Coding Manual to understand the questionnaire. Editor/Coders use 2B pencils to make corrections.

General Checks

- Check that the cover page is completed correctly. Make sure that questionnaires in a batch all have the same District, Urban/Rural, E.D, CTV and cluster number. Questionnaires in the same batch should always have different household numbers.
- Check that the names of the members of a household are listed in descending order of age on the household listing module i.e. from oldest to youngest, with the exception of the head of household who must always be listed first.
- Check that questions HL3 to HL7 have been answered for every member of the household, and that each person aged 14 and over has completed questions 1.5 onwards.
- Check that the Education Module contains information only for persons 5 years and older
- Make sure that the corresponding barcode number of the respective household's main questionnaire is copied to the cover page of each person questionnaire.
- Cross-check the ages recorded in HL7 with 1.5 for each person 14 years and over

In addition, you should make all the checks listed for interviewers and field supervisors.

ANNEX I: Sample Listing

Region Cayo
 City/Town Village Belmopan
 ED Number 106
 Cluster Number 071

| Block No | Household # | Address | Head Surname | Head First Name | Comments |
|----------|-------------|---------------------|--------------|-----------------|---|
| 1 | 4 | 29 MACAW AVENUE | ALPUCHE | JUDITH | GRAY BOARD HWITE HOUSE WITH VERANDA WITH FENCE |
| 1 | 8 | 19 MACAW AVENUE | PASCASSIO | RUDOLPH | PEACH AND PINK WITH ZINC ROOF AND CEMENT FENCE AND BARRED WINDOWS |
| 1 | 12 | 1 MACAW AVENUE | BARNETT | SANDRA | GRAY CONCRETE HOUSE WITH BLUE SHEET METAL WITH CHAIN LINK FENCE |
| 1 | 16 | 8 SINSONTE AVENUE | MARTINEZ | LUKE | BROWN DUPLEX HOUSE WITH ASBESTOS ROOFING WITH HIBISCUS ROOFING |
| 1 | 20 | 26 SINSONTE AVENUE | BADILLO | MELISSA | WHITE DUPLEX WITH BARRED WINDOWS, UNPAINTED CONCRETE HOUSE WITH HALF FINISHED HOUSE |
| 2 | 24 | 37 SINSONTE AVENUE | PATNETT | NORBERT | UNPAINTED CONCRETE HOUSE WITH SHEET METAL ROOF WITH ADDITION |
| 2 | 28 | 25 SINSONTE AVENUE | BANKS | FREDERICK | YELLOW AND PURPLE DUPLEX WITH UPSTAIRS ATTACHEMENT WITH STAIRS ON SIDE WITH VERANDA |
| 2 | 32 | 17 SINSONTE AVENUE | EMMANUEL | LINSFORD | DUPLEX WHITE HOUSE WITH STONE DESIGN WITH VERANDA WITH SHEET METAL ROOF |
| 2 | 36 | 9 SINSONTE AVENUE | BENAVIDES | WENDY | BEIGE & BROWN ASBESTOS ROOFING CHAIN LINK FENCE |
| 2 | 40 | 1 SINSONTE AVENUE | LEWIS | STEVEN | CREAM WITH RED WITH SHEET METAL WITH CHAIN LINK & CONCRETE FENCE, BUNGALOW HOUSE |
| 2 | 44 | 8 TOUCAN AVENUE | OBRIEN | GODFREY | ORANGE BROWN HOUSE WITH WHITE BARRED WINDOWS WITH CONCRETE FENCE |
| 2 | 48 | 16 TOUCAN AVENUE | GARBUTT | MICHAEL | GREEN BUNGALOW HOUSE WITH ASBESTOS ROOFING WITH BARRED WINDOWS |
| 2 | 52 | 26 TOUCAN AVENUE | PRICE | PHILLIP | PURPLE HOUSE WITH ASBESTOS ROOF WITH FENCE |
| 3 | 56 | 29 TOUCAN AVENUE | GARDINDER | TAMARA | UNPAINTED CONCRETE HOUSE WITH METAL LOUVER WITH RED DOOR WITH WATER METER IN YARD |
| 3 | 60 | 21 TOUCAN AVENUE | BARNARD | PATRICK | YELLOW HOUSE WITH SHEET METAL ROOF WITH VERANDA AND BARRED FENCE |
| 3 | 64 | 9/11 TOUCAN AVENUE | EZE | OLUCHI | GREEN UPSTAIRS HOUSE ATTACHED TO DUPLEX BEHIND DUPLEX WITH SHEET METAL ROOFING |
| 3 | 68 | 2 ORIOLE AVENUE | QUETZAL | URBELINA | CREAM AND RED CONCRETE TWO STORAGE HOUSE WITH CHAIN LINK FENCE |
| 3 | 72 | 16 ORIOLE AVENUE | SHAL | JULIO | BROWN DUPLEX WITH ASBESTOS ROOFING |
| 3 | 76 | 26/28 ORIOLE AVENUE | MARTINEZ | DARIUS | ORANGE JASMINE CONCRETE DUPLEX WITH CONCRETE FENCE |
| 3 | 80 | 35 ORIOLE AVENUE | LINO | PAMELA | YELLOW HOUSE WITH ASBESTOS ROOFING WITH BARRED WINDOWS WITH FENCE |

Annex II: FLASH CARD (BZ\$)

| INCOME FLASH CARD | | | | | | |
|--------------------------|-----------|--|-------------|-------------|-------------|---------------|
| Category | Daily | Weekly | Fortnightly | Monthly | Quarterly | Annually |
| 1 | 1 - 4 | 1 - 29 | 1 - 59 | 1 - 119 | 1 - 359 | 1 - 1439 |
| 2 | 5 - 9 | 30 - 59 | 60 - 119 | 120 - 239 | 360 - 719 | 1440 - 2879 |
| 3 | 10 - 14 | 60 - 89 | 120 - 179 | 240 - 359 | 720 - 1079 | 2880 - 4319 |
| 4 | 15 - 19 | 90 - 119 | 180 - 239 | 360 - 479 | 1080 - 1439 | 4320 - 5759 |
| 5 | 20 - 24 | 120 - 149 | 240 - 299 | 480 - 599 | 1440 - 1799 | 5760 - 7199 |
| 6 | 25 - 29 | 150 - 179 | 300 - 359 | 600 - 719 | 1800 - 2159 | 7200 - 8639 |
| 7 | 30 - 34 | 180 - 209 | 360 - 419 | 720 - 839 | 2160 - 2519 | 8640 - 10079 |
| 8 | 35 - 39 | 210 - 239 | 420 - 479 | 840 - 959 | 2520 - 2879 | 10080 - 11519 |
| 9 | 40 - 44 | 240 - 269 | 480 - 539 | 960 - 1079 | 2880 - 3239 | 11520 - 12959 |
| 10 | 45 - 49 | 270 - 299 | 540 - 599 | 1080 - 1199 | 3240 - 3599 | 12960 - 14399 |
| 11 | 50 - 54 | 300 - 329 | 600 - 659 | 1200 - 1319 | 3600 - 3959 | 14400 - 15839 |
| 12 | 55 - 59 | 330 - 359 | 660 - 719 | 1320 - 1439 | 3960 - 4319 | 15840 - 17279 |
| 13 | 60 - 64 | 360 - 389 | 720 - 779 | 1440 - 1559 | 4320 - 4679 | 17280 - 18719 |
| 14 | 65 - 69 | 390 - 419 | 780 - 839 | 1560 - 1679 | 4680 - 5039 | 18720 - 20159 |
| 15 | 70 - 74 | 420 - 449 | 840 - 899 | 1680 - 1799 | 5040 - 5399 | 20160 - 21599 |
| 16 | 75 - 79 | 450 - 479 | 900 - 959 | 1800 - 1919 | 5400 - 5759 | 21600 - 23039 |
| 17 | 80 - 84 | 480 - 509 | 960 - 1019 | 1920 - 2039 | 5760 - 6119 | 23040 - 24479 |
| 18 | 85 - 89 | 510 - 539 | 1020 - 1079 | 2040 - 2159 | 6120 - 6479 | 24480 - 25919 |
| 19 | 90 - 94 | 540 - 569 | 1080 - 1139 | 2160 - 2279 | 6480 - 6839 | 25920 - 27359 |
| 20 | 95 - 99 | 570 - 599 | 1140 - 1199 | 2280 - 2399 | 6840 - 7199 | 27360 - 28799 |
| 21 | 100 - 104 | 600 - 629 | 1200 - 1259 | 2400 - 2519 | 7200 - 7559 | 28800 - 30239 |
| 22 | 105 - 109 | 630 - 659 | 1260 - 1319 | 2520 - 2639 | 7560 - 7919 | 30240 - 31679 |
| 23 | 110 - 114 | 660 - 689 | 1320 - 1379 | 2640 - 2759 | 7920 - 8279 | 31680 - 33119 |
| 24 | 115 - 119 | 690 - 719 | 1380 - 1439 | 2760 - 2879 | 8280 - 8639 | 33120 - 34559 |
| 25 | > 119 | > 719 | > 1439 | > 2879 | > 8639 | > 34559 |
| 0 - Unpaid family Worker | | 26 - No Fixed Period (Seasonal work, piece work) | | | | |

PRIMARY SCHOOL LEVELS

| |
|----------------------|
| Infant 1 - Grade 1 |
| Infant 2 - Grade 2 |
| Standard 1 - Grade 3 |
| Standard 2 - Grade 4 |
| Standard 3 - Grade 5 |
| Standard 4 - Grade 6 |
| Standard 5 - Grade 7 |
| Standard 6 - Grade 8 |

SECONDARY SCHOOL LEVELS

| |
|-------------------------------|
| Form 1 - Grade 9 |
| Form 2 - Grade 10 |
| Form 3 - Grade 11 |
| Form 4 - Grade 12 |
| Associate (year 1) - Grade 13 |

ECONOMIC ACTIVITY FLASH CARD

| |
|---|
| Sell food/pastries/sweets from home or snacks a market/bus stops/school |
| Babysitting |
| Washing, ironing, cleaning clothes |
| Sewing for pay |
| Barbering or hairdressing (braid hair) |
| Cleaning yard/ Cutting grass |
| Nurses' aide - for pay |
| Bicycle cart deliveries |
| Selling craft items |
| Cleaning offices |
| Subsistence farming |
| Car washing |
| Drive taxi |
| Basket weaving |
| Any other activity for pay, profit or family gain |

Annex III: Interviewer's Control Form

BELIZE LABOUR FORCE SURVEY 2013 Interviewer Control Form

District: _____

Area: _____

ED No: _____

Cluster No: _____

Week No: _____

Prepare columns 1 & 2 before fieldwork begins.

| | Barcode No. | HH No. | Result Code | Comments |
|----|-------------|--------|-------------|----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | | | | |
| 24 | | | | |
| 25 | | | | |
| 26 | | | | |

Interviewer: _____

Field Supervisor: _____

Annex IV: Field Supervisor's Control Form

FIELD SUPERVISOR'S CONTROL FORM
 BELIZE: LABOUR FORCE SURVEY 2013

Name of Supervisor: _____

Week #: _____

| Name of Interviewer | Distribution of Fieldwork | | Distribution of Questionnaire | | | | Comments |
|---------------------|---------------------------|---------|-------------------------------|--------|----------|---------|----------|
| | Cluster # | # of HH | Type | Issued | Returned | Pending | |
| | | | Main LFS | | | | |
| | | | 14 Years & Over | | | | |
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

| Name of Interviewer | Distribution of Fieldwork | | Distribution of Questionnaire | | | | Comments |
|---------------------|---------------------------|---------|-------------------------------|--------|----------|---------|----------|
| | Cluster # | # of HH | Type | Issued | Returned | Pending | |
| | | | Main LFS | | | | |
| | | | 14 Years & Over | | | | |
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

| Name of Interviewer | Distribution of Fieldwork | | Distribution of Questionnaire | | | | Comments |
|---------------------|---------------------------|---------|-------------------------------|--------|----------|---------|----------|
| | Cluster # | # of HH | Type | Issued | Returned | Pending | |
| | | | Main LFS | | | | |
| | | | 14 Years & Over | | | | |
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

| Name of Interviewer | Distribution of Fieldwork | | Distribution of Questionnaire | | | | Comments |
|---------------------|---------------------------|---------|-------------------------------|--------|----------|---------|----------|
| | Cluster # | # of HH | Type | Issued | Returned | Pending | |
| | | | Main LFS | | | | |
| | | | 14 Years & Over | | | | |
| | | | | | | | |
| | | | | | | | |
| Total | | | | | | | |

Signature: _____

Date: _____

Annex V: Interviewers Call Back Form



STATISTICAL INSTITUTE OF BELIZE

1902 CONSTITUTION DRIVE. • BELMOPAN • BELIZE, C.A.

PHONE: 501-822-2207/501-822-2352 • FAX: 501-822-3206

E-MAIL: INFO@STATISTICSBELIZE.ORG.BZ

WEB PAGE: WWW.STATISTICSBELIZE.ORG.BZ



BELIZE LABOUR FORCE SURVEY

April 2013

REQUEST FOR APPOINTMENT

(Name)

(Address)

The Labour Force Interviewer in your area, Mr./Ms./Mrs. _____ will visit you on _____ at _____ a.m./p.m. He/She will ask you some questions about yourself and the members in your household. The information gathered will help us to determine the size and characteristics of those persons in and out of the workforce. I will be grateful if you would try to be at home at this time and give the necessary information.

Thanking you,

LABOUR FORCE OFFICER

The Statistical Institute of Belize is committed to provide, with the highest degree of integrity and with strict adherence to professional standards, accurate, reliable and timely statistical information to facilitate effective policy and decision-making.