

LABOUR FORCE SURVEY

Training Manual



Statistical Institute of Belize

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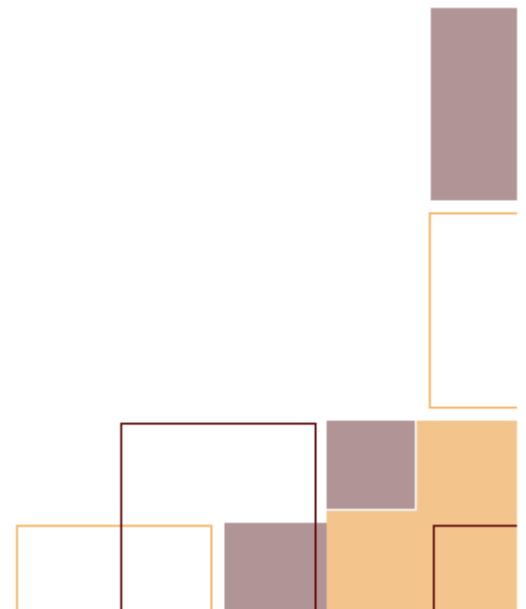


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Introduction

This training manual has been developed as a guide for the conduct of the Labour Force Survey (LFS), for which data collection will be collected over a 4 week period. The manual includes detailed information on the key concepts, the structure and content of the questionnaires, and guidelines for completing and checking the questionnaires. In order for the manual to be used effectively, thorough knowledge of the general structure of the questionnaires and the individual questions is essential.

The Statistical Institute of Belize (SIB) recruits and trains temporary field staff to conduct its household surveys. The training for the LFS takes about eight days for newly recruited field staff. This manual is not intended to replace any of the prescribed training; therefore, it is compulsory that all persons who will be involved in data collection and the supervision of fieldwork attend **ALL** the training sessions. These sessions will enable field staff 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, and includes the following items:

Training Manual
Household and 14 Years and Over Questionnaires
Notepad, pencil, eraser, sharpener

Training Agenda
Evaluation Form
Oath of Secrecy

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. These 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 not revealing.

SIB 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.

Authority for the Survey

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 recommended that you use positive measures of persuasion and tact to get all the information needed.

SIB Act

PART VIII OFFENCES AND PENALTIES

44. Any person who -

- a) willfully or negligently prevents or obstructs the Director-General or any other authorized officer of the Institute from carrying out his duties under the provisions of this Act;
- b) misuses information provided under this Act or willfully or negligently discloses information relating to any identifiable person or undertaking;
- c) unreasonably refuses or neglects to furnish any information or to fill in to the best of his knowledge and belief any schedule or form that the person is required to fill in and to return the same as required of him;
- d) knowingly give false or misleading information or otherwise deceives an authorized officer of the Institute in the execution of his duties;
- e) not being an authorized officer of the Institute, represents himself as being an authorized officer of the Institute or makes an inquiry under the authority of this Act when the person is not an authorized officer of the Institute; or
- f) willfully destroys, damages or falsifies any document or record issued for the collection of statistics in compliance with a requirement made under section 36 or 37; or
- g) having the custody or charge of any documents or records that are maintained in any Government Department or by any local authority, statutory board, corporation, business or organization, from which information sought in respect of the objects of this Act can be obtained or that would aid in the completion or correction of the information, refuses or neglects to grant access to the information to any employee of the Institute for the purpose by the Director General,

commits an offence and shall be liable on summary conviction to a fine of one thousand dollars or to imprisonment for a term not exceeding six months, or to both such fine and term of imprisonment.

Any unlawful exercise of statutory functions of an officer or employee of the Institute who shall be guilty of an offence and shall, on summary conviction, be liable to a fine not exceeding one thousand dollars, or to imprisonment for a term not exceeding one year, or to both such fine and term of imprisonment.

Confidentiality

Some respondents may outwardly refuse to participate in the survey; meanwhile, others may be reluctant to answer certain questions. This is understandable since we are asking for information that is not usually disclosed to strangers.

In order to reassure respondents, it is important for you to inform them 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 about respondents to any unauthorized individual or organization whatsoever.
- ▶ Information collected is kept strictly confidential. No information about any individual or household can be made available without their permission, even to a government ministry/department.
- ▶ The information collected will be used solely in the preparation of tables showing area totals, not individual's information.

Background and Objectives of the 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 about 10% 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 done in 2008 due to the conduct of the Household Expenditure Survey; however, a few key labour force questions were included in this survey. In 2009, one round of the LFS was carried out in September. In 2010, due to the conduct of the Population and Housing Census, no LFS was done; however, key labour force questions were included in the census questionnaire. Since 2011, the LFS resumed with two rounds, April and September, and has continued since then.

The Labour Force

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

This section provides a quick reference to the most commonly encountered concepts in the Labour Force Survey questionnaire and those used throughout the training.

Household:

A household consists of one or more persons living together within the non-institutionalized population i.e. sleeping most nights of a week (at least 4 nights per week) AND sharing at least one daily meal. A household can be made up of family members, relatives or non-relatives. 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, and are not a member of any other 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.

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

- ▶ 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 boarding house that caters for boarders or lodgers is to be classified as one household.
- ▶ A person who rents a room but does not share any meal with his/her landlord/lady constitutes a separate single-person household.
- ▶ If a family yard contains several buildings each building having its own living arrangements should be considered a separate household

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;
- ▶ If a person has recently moved in with a group of persons, 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 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 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;

- ▶ 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.

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;
- ▶ A student who attends school in another area, and goes home on weekends or at the end of the school term.

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 (Head, see also HL4, page 18). 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 this Survey, reference periods may vary, for instance, in some parts of the questionnaire, you will find questions with reference to "Last week", "Past 2 Weeks", "Within 4 Weeks", "Past 2 Months", or "Next 6 Months". It is very important to read these time periods as they appear in the questionnaire, and not to replace any of them for example "last week" with "past week", or "past 12 months" with "past year". This is because:

LAST WEEK
PAST 12 MONTHS

is not the same as
is not the same as

PAST WEEK
PAST YEAR

- Last Week:** This refers to the calendar week, i.e. Sunday through Saturday that immediately precedes the start of the survey week in which the interview is being conducted.
- Past 2 Weeks:** This refers to the 2 calendar weeks that immediately precede the start of the survey week in which the interview is being conducted.
- Within 4 Weeks:** This refers to the 4 calendar weeks that immediately follow the week in which the interview is conducted.
- Past 2 Months:** This refers to the past 2 calendar months that immediately precedes the start of the survey period. The past 2 months would be February and March or July and August depending on which round of the survey is being conducted.
- Next 6 Months:** This refers to the immediate six months that follow the main month of the survey. The next 6 months would be May to October for April round, and October to March for September round.

Working-Age Population (WAP):

Internationally, the working age population (WAP) is recognized as persons 15 years and older; however, this is not the same for Belize. In Belize, the WAP includes all those persons who are 14 years of age and older. This is in accordance with the Belize Education Act, Chapter 36, of 2000, which dictates the compulsory school age as 5 to 14 years for children.

Economic Activity:

Persons are considered to be involved in economic activities if they contribute to or are available to contribute to the production of goods and services falling within the United Nations System of National Accounts, or SNA. In SNA terms, all activities related to market production and certain activities related to non-market production constitute the set of economic activities. The scope of economic activity in terms of different types of production carried out is shown in Figure 1.

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 preceding the start of the survey, while the currently active population is in reference to activity that occurred during the reference week. The economically active population includes both employed and unemployed persons.

Labour Force:

The labour force is comprised of all persons aged 14 years and older 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 wanted and were available to work (the unemployed). Figure 2 shows the layers of the population in terms of the labour force and persons not in the labour force.

Employment/Work/Job:

- ▶ Paid Employment: Persons who, during the reference period, had **a formal attachment to a job and performed some work for wage or salary, or payment in kind**, as well as persons with a formal attachment to their job but who are 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 who might temporarily not be at work.
- ▶ Unpaid Family Worker: Persons who work in their family business (e.g., store, farm), who do not receive payment of any kind.

Unemployed:

All persons who during the reference period were without work, wanting and available for 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 wanting or not available for work. For example, landlords (who do not rent their property through a formal business), students, housewives, pensioners, etc.

Figure 1

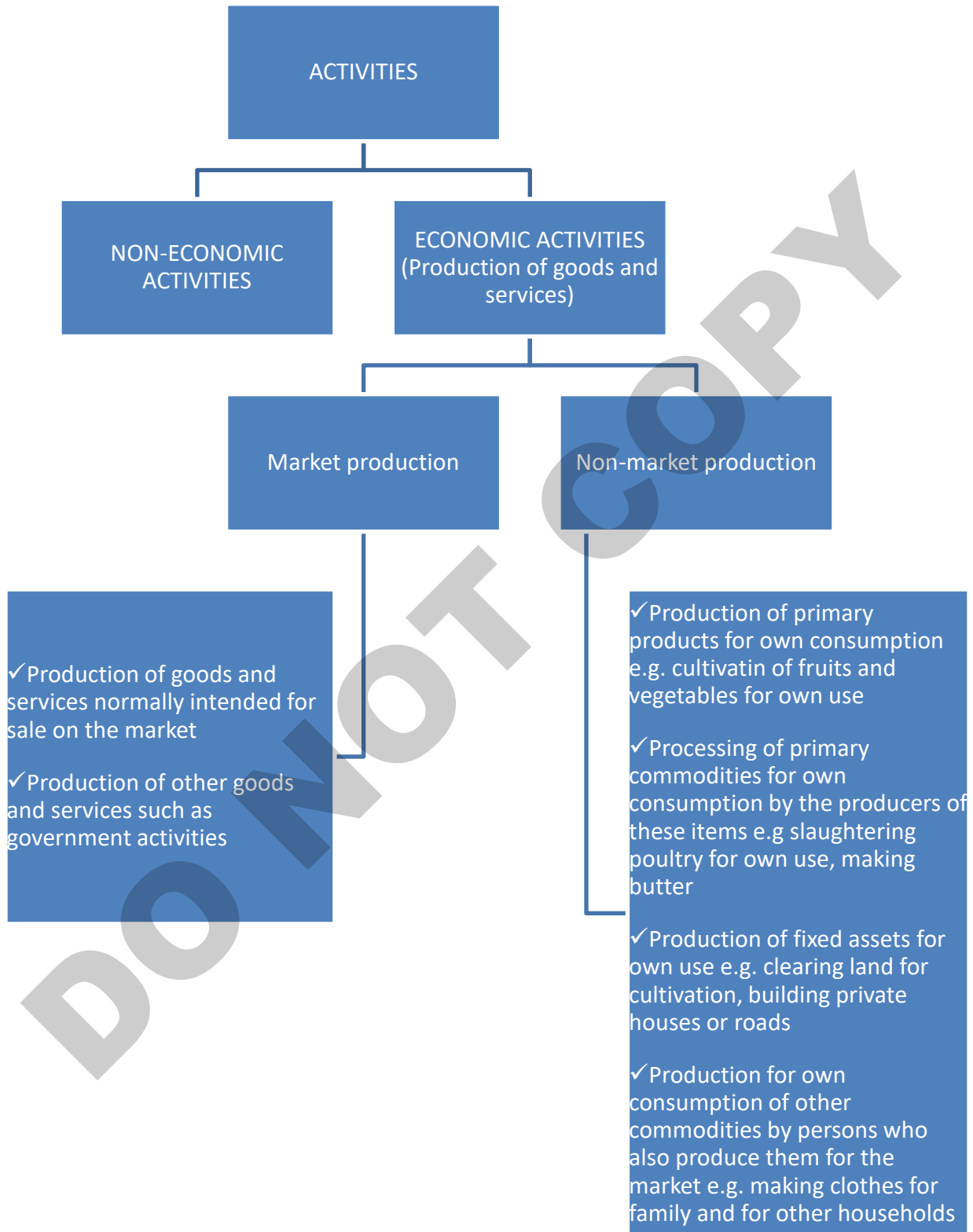
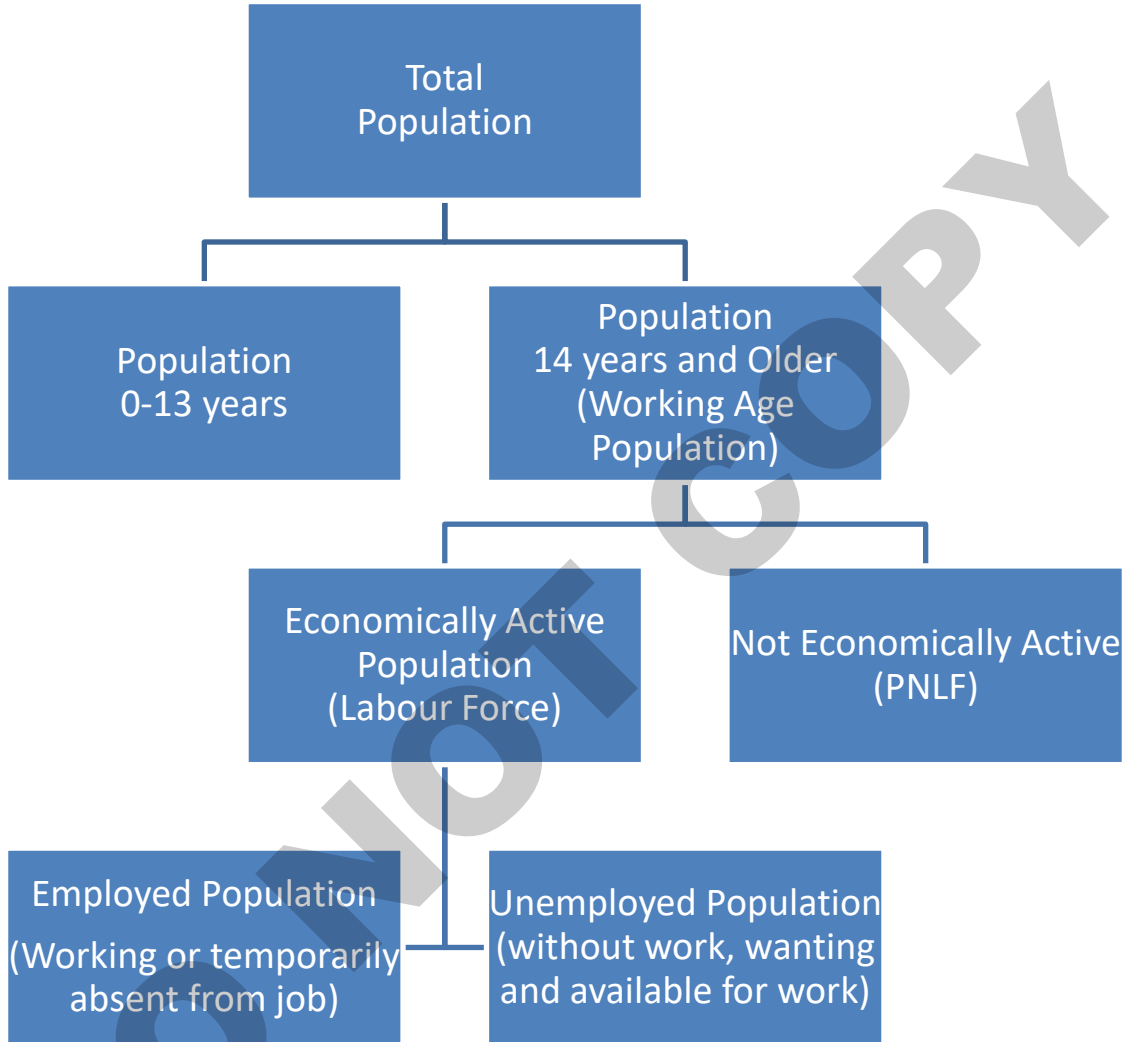


Figure 2



Occupation/Job:

An occupation is the type of economic activity a person usually does to earn income in cash or kind. For example, accounts clerk, legal secretary, domestic worker, fisherman, babysitter, human resource manager, etc.

The LFS includes questions to determine the occupation a person is training for, future desired occupation, present occupation, previous occupation and occupation of interest for additional work. Each occupational type is systematically classified and coded using an International Standard Classification of Occupations (ISCO 08) manual, 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. This is defined in terms of the kind of goods produced or services supplied by the unit in which the person works or worked and NOT necessarily the specific duties or functions of the person's job. For example, an accounts clerk could work in an industry which does manufacture of wearing apparels, sugar cane growing, poultry rearing, etc.

Similar to occupational classification, businesses are systematically classified into one of 14 major industry categories based on the main type of economic activity carried out. This is done using the Belize Classification of Economic Activities (BCEA) manual which is derived from the International Standard Industrial Classification of All Economic Activities (ISIC Rev 4) manual but is specific to Belize.

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 describes what the person does at the business instead of the main activity that is carried out 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:

This refers to the job the person identifies as his/her main job if they have more than one job. If not given, the main job is 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:

This refers to employment in industries that are known to only operate 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 below:

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 Labour Force Survey is being conducted country-wide, and for this round of the survey, a sample of 2,800 households has been selected. You are expected to visit all the households assigned to you and administer the survey questionnaires.

The questionnaires for the LFS are primarily designed to gather detailed information on economic activities, usually among those persons in the *working age population (WAP)*, i.e. persons fourteen (14) years or older, in addition to basic socio-demographic data for all household members. There are two questionnaires: a Household Questionnaire and a 14 YEARS AND OLDER Questionnaire. Each questionnaire is divided into modules (i.e. sections).

Household Questionnaire

This questionnaire is to be addressed to a knowledgeable adult household member, a person 18 years or older. Note that this person may or may not be the head of the household.

▶ **Cover Page**

- This page records unique information about the household, as well as the SIB staff members involved with the questionnaire in the various roles as interviewer, field supervisor, editor/coder, zone supervisor, or HQ staff. There is also a section at the bottom of the page which records details (such as time and date) about the visits made to the household, the result codes for each visit, and a final result code.

▶ **Comments Page 2**

- The second page has two sections for comments – those made by the interviewer at the top, followed by those made by the zone supervisor, field supervisor, editor/coder, and any staff from HQ.

▶ **Household Listing Module Page 3**

- **ALL** members of the household, regardless of age, are listed in this section, starting with the household head, and followed by all other members from the oldest to the youngest. The data collected in this section includes the name, age, relationship to head, sex, ethnicity and country of birth.

▶ **Education Module Page 5**

- This section collects information on the educational status of each household member 5 years and older.

▶ **Housing & Household Module Page 7**

- This section collects data on the characteristics of dwelling units.

14 Years and Over Questionnaire

The 14 years and over questionnaire collects information needed for labour market statistics. This questionnaire is to be answered where possible by the household member concerned. If a member of the household is not available or is unable to answer for whatever reason, another adult or responsible household member may provide the information on his/her behalf.

▶ **Cover Page**

- Similar to the household questionnaire this page records unique information about the household.

▶ **14 Years and Over Questionnaire**

- There are 3 Modules containing questions for all persons 14 years and over. A training module, a past work module and an economic activity module. You should carefully follow the skip instructions accompanying certain questions to ensure only the appropriate questions are asked of each person.

General Instructions for Completing the Questionnaires

You will be using the paper questionnaire only in case your tablet is not working. In which case, the information collected on the questionnaires will be transferred into survey solutions. Using this software, it is imperative ***to mark the answers precisely and legibly on the paper***. Pencils should be used to complete the questionnaire. Pens 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 bold (e.g. **What is your/N's sex?**) is the question text and should be read out to the respondent.
- ▶ If asking the question directly to the person the interview is about, use the option "**your/you**". If, on the other hand, a household member is responding on behalf of another household member, '**N**' should be replaced with the name of the household member to whom you are referring. For example, "**What is the main reason Shawna is not attending school?**"
- ▶ Any highlighted uppercase text (e.g. **SKIP TO EA15**) 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. Questions EA24 & EA26 are instructions. If there are no skip instructions, the respondent should be asked the next question.
- ▶ For the most part, you will be shading a bubble or a square to indicate the interviewee's response to a question. A few questions require that you write the response, while some, especially numbers, require you to both write and shade the response. (see image, page 16)
- ▶ In cases where response options are given, most questions require a single answer, and the options are represented by bubbles . Where multiple responses are allowed, the answers are represented by squares .
- ▶ In some cases, the responses are numbered, and the bubbles are also numbered. Make sure the number of the bubble you are shading corresponds with the number of the response given. (e.g. HL6 on page 3 of the household questionnaire)
- ▶ Most questions include the category 'Other'. This is to be used only when the response given cannot be classified as any of the listed options. When applicable, shade the 'Other' option, then record the respondent's answer on the 'specify' line provided.
- ▶ Most questions also include the option 'DK/NS' (Don't Know/Not Stated). However, this should be used **only as a last resort**. If a respondent doesn't know an answer, ask him/her to consult the other household members, or if necessary make an appointment to re-visit the household to obtain the missing information.
- ▶ To ensure that the intended meaning of each question is conveyed to the respondent, read each question exactly as it appears in the questionnaire. Do not introduce your own interpretation of the question. Do not skip any words or add anything extra. If the respondent does not understand a particular question, only then may you provide an explanation in your own words.

- ▶ The questions in both the Household Listing and Education Modules are filled in by row across the page for each member of the household, i.e., all the data for person 1 would appear in the first row, while all the data for person 3 would appear in the third row.

Person ^{①②}
 Answering ①②③④⑤⑥⑦⑧⑨

HOUSEHOLD LISTING MODULE (ALL PERSONS)

HL1	HL2	HL3	HL4	HL5	HL6	HL7
READ		Age	Relation To Head	Sex	Ethnicity	Country of Birth
<p>First, I will be listing your household members. Household members are persons who usually sleep at least 4 nights per week and share a daily meal with the household.</p> <p>Kindly begin with the head of the household and then give me the names of the other members in order of age, from the oldest to youngest.</p>		<p>LAST WEEK SUNDAY, what was your/N's age?</p> <p>0 =Less than 1 year old 98=98 or older 99=DK/NS</p>	<p>What is your/N's relationship to the head of this household?</p> <p>1=Head 2=Spouse/Partner 3=Child 4=In-law (son,daughter) 5=Grandchild 6=Parent/Parent-in-law 7=Other Relative 8=Non-Relative 9=DK/NS</p>	<p>What is your/N's sex?</p> <p>1=Male 2=Female 9=DK/NS</p>	<p>To which ethnic group do you/does N belong?</p> <p>1=Creole 2=Garifuna 3=Maya 4=Mestizo/Hispanic 5=Mennonite 6=East Indian 7=Other 9=DK/NS</p>	<p>In what country were you/was N born?</p> <p>1=Belize 2=Mexico 3=Guatemala 4=Honduras 5=El Salvador 6=USA 7=Other (specify) 9=DK/NS</p>
GO TO NEXT PERSON						
Person Number	Name	Age	Relation	Sex	Ethnicity	Country
1	Senaida Arana	5 2	①②③④⑤⑥⑦⑧⑨	①●⑨	①②③●⑤⑥⑦⑨	●②③④⑤⑥⑦⑨
2			②③④⑤⑥⑦⑧⑨	①②⑨	①②③④⑤⑥⑦⑨	①②③④⑤⑥⑦⑨
3			②③④⑤⑥⑦⑧⑨	①②⑨	①②③④⑤⑥⑦⑨	①②③④⑤⑥⑦⑨

Shading the Bubbles

Most of the questions provide you with a choice of answers. Where only one response is allowed for a given question, the bubble is used, and where multiple responses are allowed, squares are used. First, read the question, and if the answer(s) given by the respondent is/are among the listed options, completely shade the bubble (or square) beside the option(s) with the pencil provided. Shade the whole bubble (or square). Do not place a tick, dot or any other such mark through the bubble (or square).

<input type="radio"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="radio"/>	<input checked="" type="radio"/>
Bubble	Square		Incorrect methods of recording an answer			Correct method of recording an answer	

Writing

When writing numbers as an answer in one of the answer boxes, you should print clearly and legibly.

There are also instances where you are asked to record an answer by simply writing the response on a straight line - for instance question EA12 where you should write in the occupation the person is interested in, and a description of the duties. In these cases, your writing should be clear and legible.

EA12 In what kind of occupation would you/N be interested? Give a brief description of the MAIN duties.

Title: _____

Description _____

Completing the Household Questionnaire

The household questionnaire is addressed to the most knowledgeable adult, a person 18 years or older, in the household, who may or may not be the household head.

Cover Page

The cover page records vital information on the household you are collecting data from. It is therefore essential that the information on this page is correct.

Household Identification

The Household Identification Section includes the district, area (urban/rural), cluster number, household number, ED number and the CTV (City, Town or Village). You will be assigned a sample listing for each cluster that you will be working in, and on this list you will find the information to be recorded in this section of the cover page. An example of a sample listing is given in ANNEX II (page 65).

To record the information on the cover page, shade the corresponding district and area and write the cluster number, ED number, household number, and CTV number. Where the number has fewer characters than is required, fill from right to left – for example, to fill in a cover page for cluster '77' in a sample listing, the number '77' will be placed in the second and third boxes, as shown below.

Shade the bubble at 'urban' for all clusters located in a city or town, while clusters located in villages should have the 'rural' bubble shaded.

Note that the CTV is to be **written** on the line and boxes provided.

DISTRICT	URBAN/RURAL	CLUSTER	ED NUMBER	HOUSEHOLD
<input checked="" type="radio"/> Corozal <input type="radio"/> Orange Walk <input type="radio"/> Belize <input type="radio"/> Cayo <input type="radio"/> Stann Creek <input type="radio"/> Toledo	<input type="radio"/> Urban <input checked="" type="radio"/> Rural	<input type="text"/> <input type="text"/> 7 <input type="text"/> 7	<input type="text"/> 2 <input type="text"/> 2 <input type="text"/> 1 <input type="text"/> 2	<input type="text"/> <input type="text"/> 2 <input type="text"/> 5
		CTV Sarteneja		
		<input type="text"/> 3 <input type="text"/> 5		

Staff Involvement

Each individual involved with a particular questionnaire is required to record their name and signature, as well as the date they sign off on the questionnaire, in the space provided. There is a column for the interviewer, the field supervisor, the zone supervisor, the editor/coder, HQ staff, and the re-interviewer. Each person should sign when they have completed the relevant checks for their role. Persons doing re-interviews should record their name, signature and the date of the re-interview in the space provided.

	Interviewer
Name	
Signature	
Date	

Record of Visits

This section allows the interviewer to record the visits to a particular household. Each visit is recorded in a row, starting with the first visit at the top. Fill in the day, month and time the interview started and time it was completed. Shade either 'a.m.' or 'p.m.' to indicate the time of day the visit was made/completed. Ensure that you fill out the record of visits section accurately, as this will enable your supervisor to better monitor your progress.

RECORD OF VISITS							
Interviewer Calls	Date dd/mm/yy	Time Started	Time Ended	Result	Final Result Code		
1	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> 1 8	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="checkbox"/>	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩		
2	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> 1 8	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="checkbox"/>			
3	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> 1 8	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="checkbox"/>			
4	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> 1 8	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/> <input type="radio"/> a.m. <input type="radio"/> p.m.	<input type="checkbox"/>			

RESULT CODES

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

No. Household members

No. 14 & Over HH members

SERIAL NUMBER 0 0 9 5

Result Codes/Final Result Code:

Using the codes indicated; **write** the number corresponding to the appropriate result for that particular visit. After the last visit to the household **shade** the Final Result Code. 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. **Final result codes with visits made only in the morning will not be acceptable.** It is helpful to ask a neighbour as to when would be the best time to find a member of the household at home. In order for a

final result code to be accepted as 'partially complete', the interviewer must have captured information on all modules of the household questionnaire and at least one 14 years and over questionnaire. If the person refused and only provided information for household listing module, this would be a refusal, code 4. 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)'.

Please note that the 'Final Result Code' is for the outcome of the household visit and not just for the Household Questionnaire.

Household Totals and Serial Number

At the bottom right corner of the cover page there are boxes for you to record the total amount of members in the household and also the total amount of members who are 14 years of age or older. These totals should be filled in after completing the household questionnaire.

The serial number identifies each household questionnaire and should be transferred to the 14 years and over questionnaire space provided for 4 digits. The 4 boxes are located in the top right corner of the 14 years and over questionnaire and it is the only way to link the household questionnaire to the person questionnaires. Each 14 years and over questionnaire should have a serial number that matches the number on the Household Questionnaire.

No. Household members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
No. 14 & Over HH members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
SERIAL NUMBER	<input type="text"/>			

5
2
0 0 9 5

HOUSEHOLD LISTING MODULE (ALL PERSONS)

This section collects information on all the members of the household (see the 'Key Concepts and Definitions' section page 5), including demographic data of each household member (questions HL3 to HL7).

- Note that HL1, the Person Number, has already been completed for you.
- Before recording any information, **READ** aloud the sentences in bold at HL2, to the person answering the household questionnaire.

- Record the name and age of each household member starting with the **head** followed by the oldest to youngest of the other household members.
- Record both the first and last name of the **head**, e.g. Milton Palacio, Roxanne Garcia at HL2 (NAME), in the row numbered '1'. Only the first name of the other household members is needed.
- After recording the names and ages ask HL4 to HL7 for each household member starting with the head.
- Repeat row by row for the other members of the household from the oldest to the youngest.
- Remember only data regarding the household head should be recorded in row '1' (**Note that HL4, 'Relationship to Head', has already been completed for Person '1'.**)

To ensure that everybody in the household is listed, the interviewer may ask **“Does this list include all babies, young children and elderly folks?”** You will need to refer to the household listing when conducting the interview(s) for the person questionnaire.

For households residing in barracks at citrus and banana farms, the interviewers should ask, **“Does this household intend to live here for more than six months?”** If the response is 'yes', then continue. If 'No', record Result Code '0', then end the interview and write an explanation in the interviewer's comments section on page 2.

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

HL1. Person Number

This is the number that identifies a particular household member throughout the household and individual questionnaires.

HL2. Name

Record the name of each household member, starting with the full name of the household head, followed by the first name only of the other household members, from the eldest to the youngest.

HL3. LAST WEEK SUNDAY, what was your/N's age?

Be sure to emphasize the “LAST WEEK SUNDAY” part of the question. This is to ensure that the person has already attained the age being reported. For children who have not yet attained the age of 1 year, record '0', and if the person is 98 years or older, record '98'. If the respondent does not know the age, even after consulting with other household members, record '99'.

HL4. What is your/N's relationship to the head of this 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 or the oldest person in the household. If the members are unclear or undecided as to whom the household head is, suggest that the head be the adult with the most recent birthday.

The head should always be the first person in the listing of household members, i.e. Person 1. To facilitate this, under HL4, the bubble '1' is pre-shaded for person '1', representing 'household head'. No one else in the household listing can have a code '1' under HL4.

Additionally, **ensure that you record the relationship of each person to the household head.** For example, if '2' is shaded for person 2, it means that person 2 is the spouse/partner of the household head, or if '5' is shaded for person 3, it means that person 3 is the head's Grandchild.

Spouse/Partner: **Spouse** refers to the wife or husband of the head, whether married or in a common-law relationship. A **Partner** is a significant other in an intimate relationship and can be of the same sex as the head.

Child: Refers to the son or daughter whether biological, step or adopted/foster child of the head.

In-law (son/daughter): Refers to a person who is the spouse/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 head's spouse/partner.

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.

HL5. What is your/N's sex?

This question, in conjunction with other variables, will assist in the analysis of issues affected by sex, such as 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 or by just looking at the person (especially a young child), as some names are unisex, for example Guadalupe and Shaun. In cases as these this follow up question may be asked "**Shaun is a male, isn't he?**"

HL6. 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 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 descent.

HL7. 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, and write the name of the country on the field provided.

Note instruction to **“GO TO NEXT PERSON”**

DO NOT COPY

EDUCATION MODULE (FOR PERSONS 5 YEARS AND OLDER)

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

ED1. Person Number

This is the number that identifies a particular household member throughout the questionnaires.

ED2. Name

TRANSFER corresponding names (as per person numbers) of household members 5 years and older from the Household Listing Module to this question

ED3. Are you/Is N presently attending school?

This question captures persons who are currently 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 home-schooled 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'. If a person is 5 years old 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 (ED5) would be 'None' and the Reason for not attending school (ED6) would be 'Other'.

Persons attending vocational training should not be included here, e.g. ITVET, TUBAL, CET.

Note the skip instruction **IF 2 OR 9 GO TO ED5**, which directs you to question ED5.

ED4. In what class/form/level are you/Is N presently?

This question will provide information on present enrolment at the school level. Shade the appropriate bubble(s) to indicate the present level of school enrolment for this person. If the response is anything other than those items listed, shade 16 for 'Other'. 99 'DK/NS' should be used only as a last resort. The Mennonite school system will be classified as having completed primary school (code 8 for Standard VI) provided that the person has completed the full years of education. If the person is currently attending school, present education will be 'Other'.

Note the skip instruction **"GO TO NEXT PERSON"** if there is a response to this question.

ED5. What was the last class/form/level you have/N has completed?

This question provides important information on educational attainment for those persons who are not presently enrolled in school, i.e. **only those who responded 'No' or 'DK/NS' to ED3** are asked this

question. Similar to the previous question, you should shade the appropriate bubble(s) to indicate the last class/form/level completed.

If one of the below educational levels is given for persons attending/having attended school abroad (including Latin American countries), check the equivalent to Belize's school system:

Grades 1 to 6 = Primary School

Preparatoria = Secondary School/High School

Bachillerato = Sixth Form or Associate's Degree

Licenciatura = Bachelor's Degree

Maestría = Master's Degree

Note that if a person is currently attending grade school in the Mennonite school system, record 'Other'; however, if they completed the years of schooling, record code 8 for Standard VI.

ALWAYS probe to determine whether or not the stated year of schooling was the **last class/form/level completed** and record the appropriate response. If a teacher only completed standard 6, but also 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.

If the respondent started Infant 1 but did not complete it, shade 17 for 'None'.

If the respondent never attended school at all, shade 18 for 'Never attended'.

Note the instruction **IF LESS THAN 14 YEARS CONTINUE, ELSE GO TO NEXT PERSON** which ends the interview for that person if he/she is less than 14 years old.

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

Primary School Levels

Infant I	-	Grade 1
Infant II	-	Grade 2
Standard I	-	Grade 3
Standard II	-	Grade 4
Standard III	-	Grade 5
Standard IV	-	Grade 6
Standard V	-	Grade 7
Standard VI	-	Grade 8

Secondary School Levels

Form 1	-	Grade 9
Form 2	-	Grade 10
Form 3	-	Grades 11
Form 4	-	Grade 12
Associate(year1)	-	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 16 for 'Other'.

ED6. What is/was the *MAIN* reason you/N are/is not attending/never attended school?

This records the reason a child aged 5 to 13 years, the mandatory ages for school attendance, is not attending or has never attended school, and is only applicable to those children responding 'No' or 'DK/NS' to question ED3. 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.

DO NOT COPY

HOUSING & HOUSEHOLD MODULE

This section of the questionnaire is designed to determine the housing characteristics of the household.

HH1. What type of dwelling does your household occupy?

This describes the **dwelling** which is the type of building or part of a building the household resides in. See appendix (page 62) for illustrations.

Undivided private house: This is where the household occupies a building (flat, two-storey, three-storey) that consists of only one dwelling unit, and is not used for any purpose other than for the household to live in.

Part of a private house: This is where a household occupies only a part of a house, such as a room, or only some of the rooms within the house, whether or not there is a physical subdivision of the house. Entrance/exit may or may not be shared.

Apartment/Condominium: These are self-contained private dwellings in a single or multi-storied building. Each such dwelling must have separate access to the street, either through direct access or a communal staircase, passage, veranda or corridor, etc. The rooms in this type of dwelling are usually side-by-side on the same floor.

Double House/Duplex: A **duplex** is a dwelling that is joined to only one other dwelling – separated by a wall extending from ground to roof. There must be no other dwellings either above or below and the duplex must be separated from all other structures by open space. A **double house** is where one dwelling is directly above the first, with both having separate access to the street.

Combined business & dwelling: This type of dwelling is where a business occupies a part of the dwelling unit. The household usually operates the business. (e.g. Chinese grocers that live in a room behind their business in the same dwelling unit.

Barracks: This is a long building containing several independent private dwellings with or without shared facilities.

HH2. Does your household own, lease, rent or squat in its dwelling?

Note that this question refers to the **building only**, and refers to the legal and financial arrangements under which the household occupies the dwelling.

Own/Hire-Purchase: Select this option if the dwelling is owned (property) by any household member, or if someone in the household is making periodic payments (usually to a financial institution) in order to own the dwelling at some point in the future.

Lease: A lease involves an agreed written contract that stipulates, in advance, the total rental sum for a fixed duration (usually a number of years). The total amount may be paid in advance or by instalments.

Rent – private: This applies when a member of the household pays the owner of the dwelling, usually weekly or monthly, a sum of money for the use of the dwelling. No written agreement or contract binds the renter in this case.

Rent - Government: This applies when a member of the household rents the dwelling from the government or a government agency. This would not include those government houses or dwellings upon which monthly payments are made under a hire-purchase agreement, but rather public housing that are available only for rental purposes.

Rent-free: This is where the dwelling is not owned by any household member, and none of them makes payment for occupying the dwelling. This response may apply to households occupying dwellings which are owned by relatives or even friends who are not members of the household. Other rent-free arrangements include government or private employees who occupy dwellings owned by their employers and pay no rent.

Squat: This applies when the household occupies a dwelling without the permission of the owner or without any legal rights to the property. Note that it is possible for a household to be squatting on the land but owns the dwelling unit.

HH3: How many bedrooms are there in this dwelling?

A bedroom is a room separated by solid walls that is used **mainly** for sleeping. A room used for other activities by day and sleeping by night is not a bedroom except in the case of one-room dwelling units. In such cases, it must be recorded as having **ONE** bedroom.

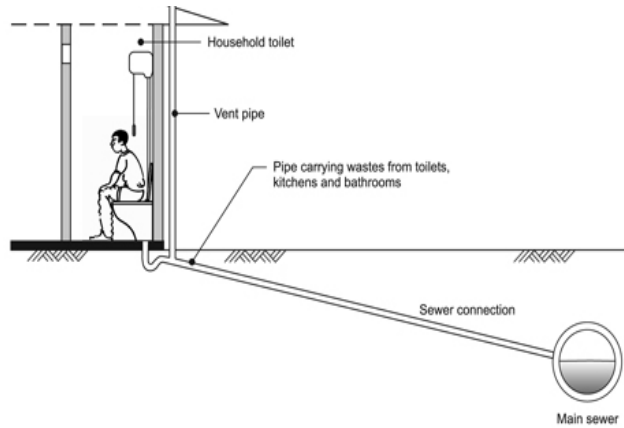
HH4A. What is the MAIN type of toilet facility your household uses?

This question provides information on the general sanitary conditions in the country and the country's ability to control/combat diseases.

In cases where a household has more than one type of toilet facility, record the type of facility that is mainly used. If the respondent mentions 'bucket', 'bush', or 'field', this means that the household has no facility.

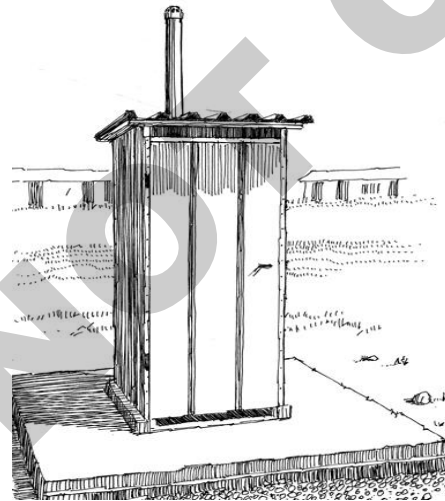
If the toilet facility is shared with a neighbour, this means that both households have a toilet facility.

Water closet linked to BWS sewer system: This is a flush toilet or water closet which fills from a piped water source and empties into a sewerage disposal system.

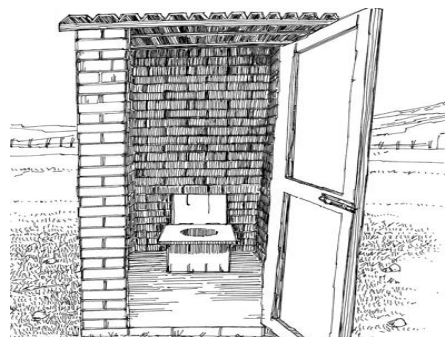


Water closet linked to septic tank: This is similar to the option above except that it empties into a septic tank.

Pit latrine, ventilated and elevated: Toilet facility constructed on a raised platform atop a pit, with a vent stack extending from the inside of the pit through the roof.



Pit latrine, ventilated and not elevated: Toilet facility constructed with a vent stack but without the raised platform, that is, it is placed directly over the pit.



Pit latrine, elevated and not ventilated: Toilet facility built on the raised platform, but without the vent stack.

Pit latrine, not ventilated and not elevated: Toilet facility without the raised platform and without the vent stack.

None (toilet facility): None refers to defecation in the bush or field or ditch; excreta deposited on the ground and covered with a layer of earth (cat method); excreta wrapped and thrown into the garbage; and defecation thrown into surface water.

HH4B: Is this facility shared with any other household?

Record response given.

HH5: What is the *MAIN* source of lighting for your household?

This question will determine the main energy source being used by the households to light their home. (See page 7 of the household questionnaire for the full list of categories)

Electricity from another source: This includes households whose main source of electricity is from a private generator, solar panel(s) or a provider other than BEL.

Other: Includes, for example, households that get a 'drop from their neighbour'.

HH6: What is the *MAIN* type of fuel used for cooking?

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences. If the household uses more than one type of fuel for cooking, record the type that is used most frequently. (See page 7 of the household questionnaire for the full list of categories)

HH7: What is your household's *MAIN* source of water supply?

This question gathers information about the population's access to potable water for doing **household chores**. If the household obtains water from more than one source, shade the bubble relating to the *MAIN* source. If the source varies by season, record the source for the period during which the interview is conducted.

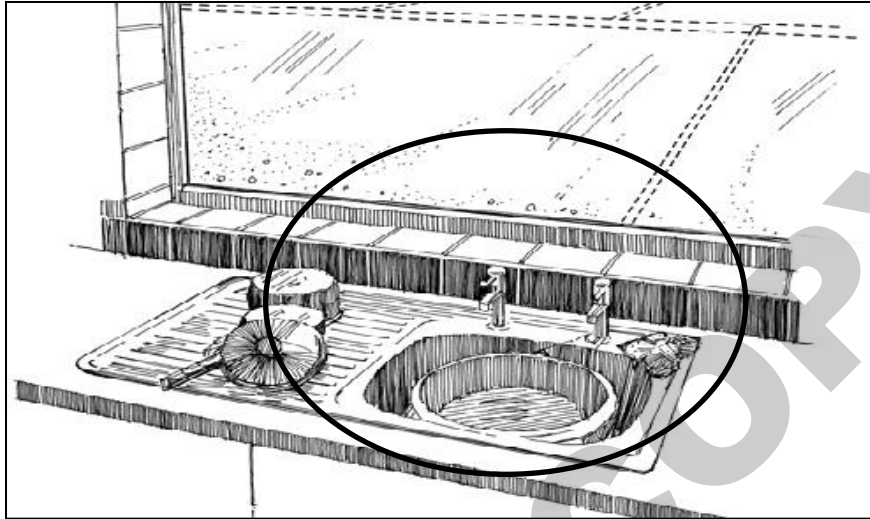
Private piped into dwelling or yard: Refers to the water received by the household from a private source, which is piped into the dwelling or yard. For example, if a household, through its own private arrangement, pumps water from a river or pond through pipes directly into the dwelling unit, or if water is piped to dwelling from private catchments (rain water).

Protected dug well: This is a dug well that is protected from run-off water by a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. A protected dug well is also covered, so that bird droppings and animals cannot fall into the well.

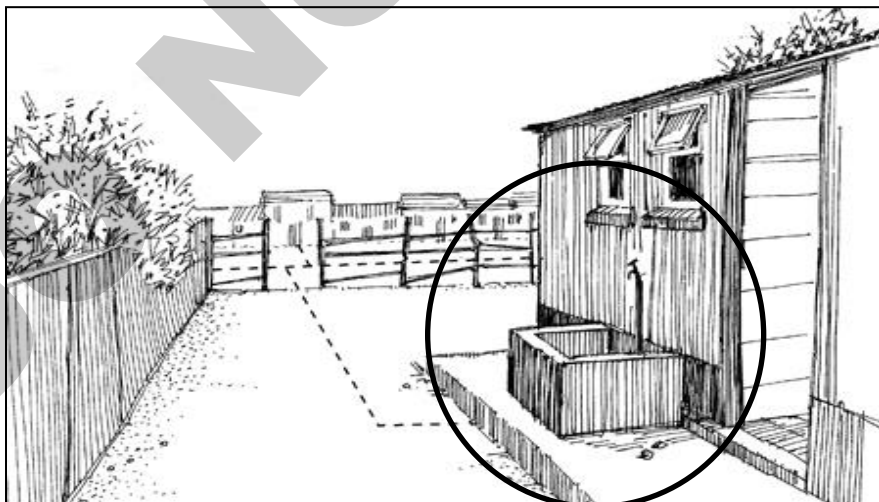
Unprotected dug well: Shade this option if the well is either **not** protected from run-off water and/or **not** protected from animals and bird droppings.

Private catchment, not piped (vat, drum, water tank, etc.): This is usually rainwater collected in containers such as vats, drums or water tanks, and not piped.

Piped into dwelling



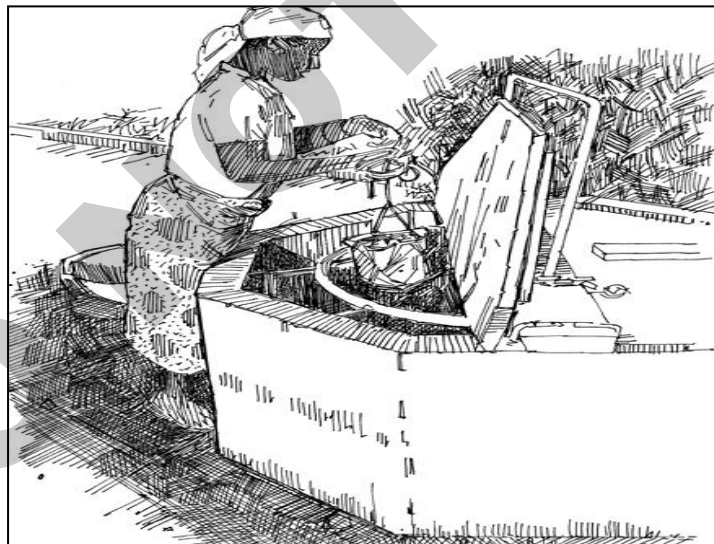
Piped into yard



**Public
standpipe**



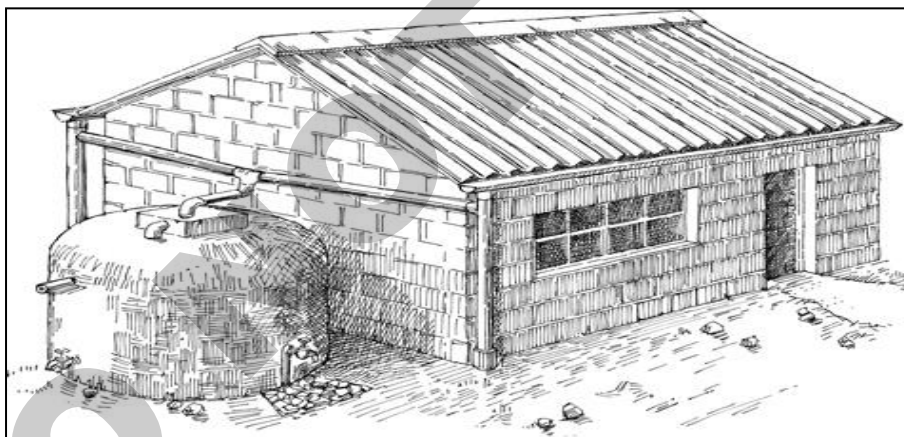
**Protected
dug well**



Unprotected dug well



Private catchment



HH8: What is your household's MAIN source of drinking water?

This question gathers information about the population's access to potable water for **drinking**. If the household obtains water from more than one source, shade the bubble relating to the *MAIN* source. If the source varies by season, record the source for the period during which the interview is conducted.

NB. If respondent mentions that the household's water supply is a reservoir or the water board, this would be classified as public piped. Probe to find out if it is piped into dwelling or yard only.

HH9: What is the MAIN material of the outer walls?

We are interested in what is the main material covering the exterior walls, not what is underneath. If you recognize the main material from your observation, record response but if in doubt, ask the question. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

Stucco

As a building material, stucco is a durable, attractive, and weather-resistant wall covering. It was traditionally used as both an interior and exterior finish applied in one or two thin layers directly over a solid masonry, brick or stone surface. The finish coat usually contains an integral colour and typically textured for appearance.



HH10: What is the MAIN material of the floor of this dwelling?

We are interested in what is the main material covering the floor, not what is underneath. Record the main material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

Parquet flooring



Plywood Flooring



Vinyl Strips for flooring



HH11: How many of the following appliances or equipment does your household own and have in working order?

Responses to this question will provide information on a household's access to facilities and an indication of the general wealth of the population. You are required to shade the total number of appliances or equipment **owned** by the household. Note that these items must be in working condition. Tractors, bulldozers, and other heavy duty vehicles used for agriculture purposes will not be included in 'private motor vehicle'. Do not include vehicles used for business purposes, e.g. taxi vehicles. If refrigerators and other appliances are being used for business purposes, do not count the item(s).

Note the instruction to **[READ ALL OPTIONS]**

HH12: Does your household have...

This is similar to the previous question, but focuses on services that the household may have. Internet access refers to households that have a modem installed at home.

Completing the 14 Years and Over Questionnaire

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

Cover Page

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 ① ②
 Number ① ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Household Identification:

Transfer the district, area (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. This should be filled in only after all efforts to complete this questionnaire have been exhausted.

DISTRICT	URBAN/RURAL	CLUSTER	ED NUMBER	HOUSEHOLD											
<input checked="" type="radio"/> Corozal <input type="radio"/> Orange Walk <input type="radio"/> Belize <input type="radio"/> Cayo <input type="radio"/> Stann Creek <input type="radio"/> Toledo	<input type="radio"/> Urban <input checked="" type="radio"/> Rural	<table border="1"> <tr><td> </td><td>7</td><td>7</td></tr> </table>		7	7	<table border="1"> <tr><td> </td><td>2</td><td>2</td><td>1</td><td>2</td></tr> </table>		2	2	1	2	<table border="1"> <tr><td> </td><td>3</td><td>5</td></tr> </table>		3	5
	7	7													
	2	2	1	2											
	3	5													
			CTV <i>Sarteneja</i>												
			<table border="1"> <tr><td> </td><td>3</td><td>5</td></tr> </table>		3	5									
	3	5													

Person Answering
 ① ②
 ① ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

RESULT CODE	<input checked="" type="radio"/> Complete	<input type="radio"/> Partially Complete	<input type="radio"/> Refusal	<input type="radio"/> No Contact	<input type="radio"/> Other (specify) _____
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As much as possible, have each household member 14 years and older answer the questionnaire for him/herself. If a household member is not available, another adult member of the household may be allowed to answer on his/her behalf.

If you ask the respondents questions about themselves, omit all references to 'N' in the questionnaire. For example, instead of "LAST WEEK, why were you/was N absent from work?" ask, 'LAST WEEK, why were you absent from work?'

On the other hand, if a member of the household is answering on behalf of another member, omit all references to "you" or "your" and replace "N" with the name of the person to whom the questions relate. For example, instead of 'LAST WEEK, why were you/was N absent from work? Ask, "LAST WEEK, why was Shaun absent from work?"

Person Answering:

Shade the person number of the household member who is answering the questionnaire. This may or may not be the same as the Person Number of the household member the questionnaire is for.

Person Answering

① ②
① ● ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

AG1: 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. Record the age the person **has already attained**. **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 years or above are given the age '98'. 'DK/NS' should be used only after all efforts to get the age have been exhausted.

TRAINING MODULE

TR1: 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, for example in short, intensive courses or at an institution. 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 for TR1 is 'Yes', continue with question TR2. If the response is 'No' or 'DK/NS', you should follow the skip instruction to question **PW1** of the **PAST WORK MODULE**.

Note: All policemen, firemen and BDF soldiers have received training. However, teachers who may have completed or are currently completing an internship are not considered to have been trained as this is a part of their formal education. Similarly, nurses who are conducting their practical or have completed a practical as a part of their formal schooling are not considered to have received training. Computer training (for example in Word and Excel) is not regarded as training because it is not for a specific job. However, computer training for a Data Entry Operator would be regarded as training as it is for a specific job. "Training" in Business Management is not training if received at Sixth Form or University towards obtaining a degree, whether the university is in Belize or abroad as it is considered part of formal education. Also, note that the workshops that teachers attend during the summer will not be classified as training here since these workshops incorporate sessions to enhance their skills as teachers.

TR2: 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 for and a detailed description of the occupation on the lines provided. This response will be coded at headquarter; 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.

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

TR3: How did you/N receive or how are you/is N receiving most of this training?

This question identifies the main method by which the 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, CET, TUBAL

Part-time means not meeting the requirements or standards of being full-time. Participating in training part-time typically means spending a fraction of time compared to a full-time counterpart. For example,

someone who works full-time could also be enrolled in a cooking class full-time if these cooking classes are offered from 5:30 pm to 7:00 pm. It would take any other person the same time to complete the course if they were not attending formal school. However, if a person completes a course in 6 months, rather than 3 months (as completed by other classmates), then it would be a part-time course.

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 the 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 example, 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 example, 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.

TR4: 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. The Police Training Academy and the Belize Defense Force are examples of training institutions for specific 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:

- | | |
|---|---|
| BDF - Belize Defense Force | Fire Department |
| Police - Police Training Academy | BTIA -Belize Tourism Industry Association |
| BTB - Belize Tourism Board | BIM - Belize Institute of Management |
| ITVET - Institute for Technical and Vocational Education and Training | Religious Institution |
| WD – Women’s Department | Youth For The Future |
| YEA - Youth Enhancement Academy | 4 H Centre |
| YMCA - Young Men’s Christian Association | |
| YWCA - Young Women’s Christian Association | |
| Cosmetology School | |

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

PAST WORK MODULE

This module collects information on usual economic activity for household members 14 years and over.

The questions in this module aim to identify the **population that is usually engaged in economic activities**.

The following persons 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.
- Persons doing 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

The following activities are not considered work, as they do not contribute to the production of **economic** goods and services:

- Household chores done in or around one's own house.
- Odd jobs such as gardening, cutting lawn, etc. done around one's own home.
- Voluntary work for service organizations such as Boys Scouts, Youth Groups, Cadet, etc.
- Red Cross (or other similar organizations) activity **if voluntary**.

PW1: During the *period* April 2017 to March 2018, 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? (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).

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 the responses. If any one of the responses is 52 weeks, then the other two parts of the question should be blank. If (a + b), (a + c) or (b + c) adds up to 52 weeks then the remaining part of the question should be blank. (See illustration on the next page)

Note: For persons who are involved with other activities during their off season doing other task /duties:

such as preparing the land; building maintenance, building traps (lobster), painting or cleaning are all considered to still be EMPLOYED. However, if tasks and activities all come to an abrupt stop, then these persons are considered UNEMPLOYED or currently OUT of the LABOUR FORCE.

PAST WORK MODULE

PW1 During the period April 2017 to March 2018, how many weeks were you/was N:

a. working, or with job but not at work?	3	5
b. without work, wanting and available for work?	1	7
c. not working, not wanting or not available for work?		
TOTAL (a+b+c)	5	2

IF "c" IS MORE THAN 26 WEEKS CONTINUE, ELSE SKIP TO EA1.

There is a conversion table that will help you determine the number of weeks if the respondent answers in months.

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 **PW1** is more than 26 weeks, then you continue with question **PW2**, else skip to **EA1**.

PW2: To which one of the following groups did you/N mainly belong the last time you were/N was not working?

This question is only asked if the answer to **PW1 'c'** 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...

TR1	TR2	TR3	TR4	PW1c	PW2
Yes	State the Occupation	Full-time at institution	ITVET	52	In school/training

ECONOMIC ACTIVITY MODULE

EA1: *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 'at least 1 hour' of involvement in some form of economic activity. Even if the person only did the activity for an hour in the entire week, as long as it was 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.

'**LAST WEEK**' refers to the Sunday to Saturday immediately preceding the week within which the interview is being conducted. For example, if the interview is being conducted on September 13th, the reference period would be September 3rd to 9th.

Work should include both full-time and part-time jobs. The following persons 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.

The following activities are not considered work, as they do not contribute to the production of **economic** goods and services:

- Household duties done around one's own house.
- Odd jobs such as gardening, cutting lawn, etc. done around one's own home.
- Voluntary work for service organizations such as Boys Scouts, Youth Groups, Cadet, etc.
- Red Cross (or other similar organizations) activity **if voluntary**.

Note the instruction **SKIP TO EA17** if the response is 'Yes'.

One (1) hour criterion:

- Ensures mutually exclusive and complete classification of working age population by labour force status
 - Employed / Unemployed / Not in the labour force
- Covers all types of employment including short-time work, casual work, stand-by work, and other irregular employment
- Captures employment by persons who may also be students, housewives, pensioners
- Captures all labour inputs from employment activity into production (for national production accounts).

EA2: LAST WEEK, did you/N engage in any of the following economic activities for pay, profit or family gain for at least one hour?

This question acts as a filter to EA1, and is designed to capture individuals who might have in fact done some economic activity that they perhaps thought was not work. Note the instruction to read the list of economic activities on the flash card you will receive in your kit. Only if a 'Yes' response is given while reading the list you will shade the 'yes' bubble and skip to EA17.

EA3: LAST WEEK, did you/N have a job, business, or a farm from which you were/N was temporarily absent?

This is another filter question to ensure we capture all persons who are involved in an economic activity. Persons who have a formal job attachment but were away from their job for a valid reason during the reference period are considered employed, especially if they are receiving a salary or wage. Persons on study leave, as long as they have an attachment to their job, will be considered to be employed, but temporarily absent from work.

Note the instruction **SKIP TO EA6** if the response is 'No' or 'DK/NS'.

EA4: LAST WEEK, why were you/was N absent from work?

Seasonal employment – (see definition on 13)

Temporary Layoff – (see definition on page)

Note the instruction **SKIP TO EA17** if any response other than 'seasonal employment' or 'temporary lay-off' is recorded.

EA5: Do you/Does N expect to return to work WITHIN FOUR (4) WEEKS?

This question is designed to capture whether those who responded either 'seasonal employment' or 'temporary lay-off' in EA4 expect to return to work within 4 weeks. If they do, then they are considered to be employed.

Note the instruction **SKIP TO EA17** if the response is 'Yes'.

EA6: During the *PAST TWO (2) MONTHS*, did you/N look for work or try to start your/his/her own business?

This question seeks to determine whether the respondent was available for work and had taken steps to try to find a job or start a business, whether formal or informal. Note that the job search period specified is the *PAST TWO (2) MONTHS*. Persons may not express a desire for work since some steps taken to seek work may not be considered as “looking for work” and may be excluded from this question. Thus, the interviewer needs to probe further if the respondent is unsure of the question. Do not assume that housewives, students, or retirees did not look for work. Ask the question to each person 14 years and older.

Note the instruction **SKIP TO EA8** if the response is “No” or “DK/NS”

EA7: During the *PAST TWO (2) MONTHS*, what steps did you/N take to look for work or to start your/his/her 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 the respondent indicates a response other than what is listed, shade ‘Other job search method’ and record the response on the line provided.

Note the instruction **SKIP TO EA9** if there was any response to this question.

EA8: 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 only applies if the person responded ‘No’ or ‘DK/NS’ at EA6. Note the instruction that you should not read the options. If the respondent gives more than one reason, ask them to indicate the **MAIN** reason, as there should be only one response shaded. If the respondent indicates a response other than what is listed, shade ‘Other reason’ and record the response on the line provided. 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.

Persons responding with the option ‘Did not want to work’ will **SKIP TO EA11** and are considered to be ‘Persons Not in the Labour Force (PNLF)’.

EA9: Could you/N have started a job in the *PAST TWO WEEKS* if one 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 for work during the reference period. For example, if a mother with a 2 year old child stated that she was available to work if offered a job, this would be an acceptable answer provided that her child caring activities would not prohibit her from working. However, if someone states that she is available to work, but her spouse does not allow her to work, this can be interpreted as unavailable to work. This question is a filter question for persons who are considered **unemployed** and those who are considered **Persons Not in the Labour Force (PNLF)**. Respondents who answer ‘Yes’ are considered **unemployed**, and will **SKIP TO EA12**. Those who answer ‘No’ or ‘DK/NS’ are PNLF. Note that there should be consistency in the way the respondent answers this question and EA6. For example, if the response at EA6 is ‘Yes’, EA9 should also be ‘Yes’.

EA10: 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. That is, they were not working and were not available for work. Record only one response for this question – if more than one is reported, ask which is the **MAIN** reason.

EA11: 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 finish school in the next six months. It should be noted that the next six months refer to the six calendar months following the month of the interview. For example, if an interview was done in April, the next six months would be from May to October. If an interview was done in September, the next six months would be from October this year to March of next year.

Note the instruction **SKIP TO EA15** if the response is 'No' or DK/NS'.

EA12: In what kind of occupation would you/N be interested? Give a brief description of the MAIN duties.

A specific occupation or job title as such may not be mentioned. Do not accept responses such as "anything". In cases like these, probing may help, for example "What would you like to do, make or produce?" The description of the main duties performed is important in determining the future occupation; therefore, this should be as detailed as possible. **Write** the response in the space provided.

There may be responses where the person is not suitable or qualified for the job. For instance, a high school graduate may want to be a Bank Manager, but is not qualified for the job. Irrational responses should not be accepted. It is the interviewer's responsibility to probe further for a logical response.

EA13: What is the name of the place where you/N would be interested in working? What type of business is carried on there?

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

Note the instruction **IF EA9 IS 'YES' CONTINUE, ELSE SKIP TO EA15**

EA14: 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. You can record the unemployment period using a combination of years and months.

EA15: Have you/Has N ever worked?

Record the response given by the respondent. Do not assume that all housewives have never worked; you should still ask the question. Persons who have worked abroad but are now living in Belize will be considered to have worked before. It is not the norm that a 50 year old male has never worked. If the respondent affirmed he has never worked in his life (after you have probed), write a comment.

Note the instruction **SKIP TO EA36** if the response is 'No' or 'DK/NS'.

EA16: Why did you/N stop working?

Indicate the **MAIN** reason the respondent stopped working. All persons responding to EA16 must skip to EA18 and answer the questions relating to their 'previous job'.

EA17: LAST WEEK, did you/N have more than one job or business activity?

Ask if respondent had other jobs even if temporarily absent.

Only those respondents who are employed are asked this question. For those who have more than one job (EA17 = 'Yes'), THEN EA18 must have responses for both the main job and the other job. Remind the respondent that this includes any business he/she may own.

Note: For persons responding 'No'/'DK/NS' to EA17, record responses under "Main job" ONLY.

EA18: What category of worker are you/is N or were you/was N in your/his/her present/last job?

This question collects information on the respondent's present job(s), (main/other job), or previous job. Note the instruction to **READ THE LIST**. The categories are defined as follows:

Self-employed with paid help: A person who operates his/her own business and hires one or more employees, who are paid in cash or in kind. Only respondents indicating this option for main job should answer EA19.

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.

Paid employee – government: This is a respondent who works for the government (Ministry, Department, or town/city council) 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.

Paid employee – quasi-government (statutory bodies): These are institutions that are supported financially, receive subvention, from government but are managed privately. Development Finance Corporation (DFC), Central Bank of Belize, Social Security Board, Karl Heusner Memorial Hospital (KMH), Belize Airport Authority, Statistical Institute of Belize, and Belize Tourism Board are examples under this category.

Paid employee – private/NGO: These are privately managed or non-government organizations for example Belize Natural Energy, Brodies and church schools.

Paid employee – International Organisation/Embassy: Persons who work for UN agencies or foreign embassies will fall under this category.

Unpaid family worker: This is a person who works for his household in a business or farm which is run for profit, but who receives no payment in cash.

DK/NS – should only be used as a last resort.

Note: The instruction **ONLY THOSE RESPONDING EA18 = 1 ‘SELF-EMPLOYED WITH PAID HELP’ FOR MAIN JOB CONTINUE TO EA19. ALL OTHERS SKIP TO EA20.**

EA19: How many workers do you/does N employ in your/his/her business?

Only if the response for EA18 under Main Job is ‘1’ this question should be answered.

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

EA20: What is/was your/N’s job title? Give a brief description of your/his/her 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 persons with more than one job, ask first about the main job then about the other job.

Probe to ensure the description of the main duties is as precise as possible. Do not accept such vague terms as driver, teacher, nurse or salesman. Instead, use more specific terms such as bus driver, primary school teacher, registered nurse and life insurance salesman. For teachers and nurses, probe further to find out if they are qualified teachers. For domestic workers, state their specific responsibilities in the description, e.g. wash, iron, sweep, mop, dust, etc. Likewise, for police officers and soldiers, it is important to include their rank as part of their job title for coding purposes. Police inspectors/detectives, who investigate crimes, carry a higher code than a police officer who enforces laws and regulations and patrols public areas.

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, or at a stall in some building. 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 states that he sells fruits and vegetables at the market but also produces vegetables, then emphasis will be on production. Also note that in order for someone to be classified as a subsistence farmer, most of their produce has to be consumed. If most of the produce is sold, then they are not considered subsistence farmers but crop farmer, mixed crop farmer, or fruit and vegetable farmer. If the farmer is producing many crops, it is important to state which is the main crop harvested. If the person is an animal farmer and also produces multiple crops, indicate mixed crop and animal producers.

For a multiple job holder, it is possible for one job to be paid employment and the other unpaid. If a respondent has more than two jobs, let the respondent identify the main job and choose one of the other jobs that is more profitable.

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

EA21: What is/was the name of the place where you/N work/worked? What type of business is/was carried on there?

Obtain the name of the place the person works or worked. In the case 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/managed the project.

In some cases, the activity of the business has no bearing on the type of work a person does. For example, an accounts clerk at the Statistical Institute of Belize performs many routines in keeping financial records, but it does not mean that the organization's main activity is to provide financial reports.

For domestic or other personal service workers, who work/worked as paid employees in private homes, write in "domestic worker in private home" as the name of place. Note cases where domestic workers clean more than two houses/offices.

The type of business conducted 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. If the place of work has several activities, record the main activity carried out.

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 a privately managed institution. 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.

For main job only, ask the respondent, "In which district do you/does N work?" and "In which city/town/village do you/does N work?" Given that workers sometimes need to travel far to seek employment (outside of the district), we will be able to identify any increase or shift in employment or say if jobs were legitimately created in that area.

Note the instruction **SKIP TO EA36** if responses were recorded for 'Previous Job' only.

EA22: How many hours do you/does N usually work per week in all jobs?

These hours indicate hours **usually** worked in the person's main job and other job(s). This question should *ALWAYS* have a response if the person is employed. Note that sometimes the respondent will only provide the number of hours usually worked per day. In this case, you should work with the respondent to probe which days he/she worked to get a total for the entire week. You are not to record anything for "Other Job" if the respondent has only one job. If your calculation of the usual number of hours worked in main job and/or other job was 98 or more, record the usual number of hours you have calculated. That is, if the person usually works 102 hours per week, record '102'. If the respondent does not know the hours usually worked in main or other job(s), record '999'.

If the respondent has more than one job, it is best to first get the total hours worked in all jobs then get the breakdown for main and other jobs, ensuring they add up to the total hours worked. If the total time usually worked includes a fraction of an hour, for example 37 hours 30 minutes, round hours to the nearest even number. In this case, the time recorded is 38 hours. If the total hours are unknown, record

'999' in the 'Total' boxes. **If there is a '999' recorded for either main or other job, the total number of hours usually worked should also be '999'.**

EA23: LAST WEEK, how many hours did you/N actually work?

This question asks about the hours **actually** worked, which may differ from the hours usually worked. You are not to record anything for "Other Job" if there is only one 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. This means the respondent was absent from work during the reference week due to vacation, illness etc. If the person worked '98' hours or more record the total number of hours you have calculated. If the respondent does not know the hours actually worked in main or other job(s) record '999'.

If the respondent has more than one job, it is best to first get the total hours worked in all jobs then get the breakdown for main and other jobs, ensuring they add up to the total hours worked. If the total time actually worked includes a fraction of an hour, for example 40 hours 20 minutes, round hours to the nearest even number. In this case, the time recorded is 40 hours. If the total hours are unknown, record '999' in the 'Total' boxes. **If there is a '999' recorded for either main or other job, total number of hours actually worked should also be '999'.**

EA24: IF TOTAL HOURS IN EA22 AND EA23 ARE NOT EQUAL, THEN CONTINUE WITH EA25, ELSE SKIP TO EA26.

This is an instruction to the interviewer. In other words, if there is **no** difference in total hours worked in EA22 and EA23, the interviewer skips to EA26.

EA25: LAST WEEK, what was the MAIN reason for the difference in total hours usually worked and total hours actually worked?

This is to determine why the 'respondent' worked more or less hours in the reference week. **Do not read out the options.** Probe if necessary to get an accurate response. Only one response should be recorded for this question.

EA26: IF TOTAL HOURS USUALLY WORKED IN EA22 IS LESS THAN 35 HOURS, THEN CONTINUE WITH EA27. ELSE, SKIP TO EA31.

This is an instruction for the interviewer.

EA27: What is the MAIN reason you/N usually work(s) less than 35 hours?

This question seeks to find out the **MAIN** reason why the person usually works less than 35 hours.

EA28: 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** i.e. persons who usually work less than 35 hours per week. Those who responded 'Yes' to this question are considered to be underemployed.

Note the instruction **SKIP TO EA31** if the response is 'No' or 'DK/NS'

EA29: In what occupation would you/N be interested in doing additional work? Give a brief description of the *MAIN* duties.

This question aims to find out the occupation of interest for additional work for those persons who responded that they are currently under-employed (EA28 = "Yes"). If a specific occupation or job title is not mentioned, probing may help to answer the question, for example, "What would you/N like to do, make or produce?" Do not accept answers such as "anything" or "any job available".

The description of the main duties the respondent may wish to perform is important in determining the occupation the person is interested in for additional work, hence the need for them to be as detailed as possible.

EA30: What is the name of the place where you/N would be interested in doing additional work? What type of business is carried on there?

This question aims to find out the industry of interest for additional work for those persons who are currently under-employed (EA28= "Yes"). If a specific industry is not mentioned, probing may help to answer the question, for example, "Where would you like to be employed for additional work? and/or "What is made or produced there?" Do not accept answers such as "anywhere".

The description of goods and/or services produced is important in determining the industry; therefore, it is important to specify in as much detail as possible, exactly what goes on at the place where the person is interested in doing additional work.

EA31: With respect to your/N's *MAIN* job, how long have you/has N been working with this employer or in your/his/her own business without broken service?

This refers to the period of unbroken service in the person's main job. 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. If person responded 2 weeks or more, round up and record '1' month; if response was '1' week or less, record '0'. **Note that the time may be expressed in years and months.**

EA32: Is this your/N's first job/business?

This is not restricted to Belize. If the person migrated from another country it includes their work experience from their own country. Check the consistency with AGE of person, for example, it might be strange for a 65 year old man to say that he has only worked one year in his first and only job.

Note the instruction **SKIP TO EA34** if the response is 'Yes'

EA33: How long did you/N work with your/his/her previous employer, or in your/his/her own business without broken service?

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

Note that the time may be expressed in years and months.

EA34: What is your/N's total income from employment in your/his/her MAIN job? This is before taxes and deductions. (Include tips, bonuses, commissions, etc., from all sources.)

This should reflect the amount **usually** received. If the amount varies from period to period, take an average amount. *If the respondent gives an actual amount, write that amount* in the space provided **AND write and shade the income group** (from the income flashcard) within which that income falls. For example, if the respondent states \$1500 monthly, the category would be 13. On the other hand, if the respondent does not give you an exact amount but **indicates an income group on the income flash card, write and shade the income group indicated**. Always ask the respondent for the exact figure before showing the flash card. Only in cases where the respondent does not want to give an actual amount would you show him/her the flash card.

To encourage respondents to reveal the true income, reiterate the confidentiality of the survey, and that no personal information given is shared with any government ministry or department. If the respondent is still reluctant, only then will you, as a last resort, use the income flashcard for that person to illustrate the general category into which his/her income falls.

If the person is a seasonal worker or gets paid based on the amount/number of items produced, record '8888'; likewise, if the respondent is an unpaid family worker or gets 'payment in kind', record '0'.

With regards to persons who own their business/self-employed, their income will be the difference between their business expenses and business revenue. For subsistence farmers (who also sell some of their produce), their income will be what was sold for the crop year. If they cannot give an estimate on the total amount sold, record '8888' for 'no fixed period'.

EA35: How often do you/does N receive this income?

If '0' or '88' was recorded as the income group in EA34, shade the corresponding category in EA35, that is, 'Unpaid family worker' or 'No fixed period'. However, if the respondent had indicated an actual amount or selected a category from the income flash card, record the frequency in which the income was received. Record 'Payment in kind' for family members only. Ask the respondent to estimate an amount for payment received in kind in exchange for work. Where it is not possible to estimate an amount, record 'payment in kind'.

EA36: LAST WEEK, who/what was your/N's MAIN means of financial support?

This question is asked of ALL respondents.

Social Assistance from Government: Includes assistance received from the Ministry of Human Development.

Remittances from abroad: Money received from family/friends outside of Belize.

This marks the end of the interview for persons 14 years and older.

Thank the respondent 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. Explain that the purpose of the re-interview is for your supervisor to verify that you have in fact interviewed the household members, and recorded the information correctly.

Interviewing Techniques

Your appearance and self-confidence will determine the first impression one gets of you. Dressing appropriately may go a long way towards showing 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 (**Month, Year**) 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 it 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 in 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. If a household member is answering on behalf of another member, ‘N’ should be substituted with the name of the person 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 need not ask the question and just record the response, e.g. If at EA34 the response is ‘\$200 weekly’, then you do not need to ask EA35.
- 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 never record the answers on scraps of paper or in a notebook and transfer them to the questionnaire. If it is suspected that this was done, your employment will be terminated immediately and you risk not being paid for the households involved.
- **Repeat the question if the 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. The new question should mean the same as the original one in the questionnaire and should garner 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 a questionnaire 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 for your opinion, help him/her by telling them that the response absolutely has to be their own.
- Most people are naturally polite, particularly with guests and they tend to give answers and adopt attitudes they think will please the interviewer. To maintain goodwill throughout the interview, **do not show any surprise, approval or disapproval regarding the answer given by the respondent.** You should 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 interrupt in too abruptly, but 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** should 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. ***Unless otherwise dictated by the respondent, 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 remind him/her of your oath of secrecy, and try to encourage him/her to participate.
- 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 a re-interview. Assure them that the purpose of the re-interview is only for your supervisor to ensure you are doing your work properly.

INTERVIEWING PROCEDURES

As interviewers, you will be given a set of all the households in your assigned area of work. You will be expected to visit each 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 of each visit and 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 a final result code other than 1, an explanation **must** be included 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 can be made for this household to be interviewed.
4. Record the name, age, relation to head, sex, ethnicity, and country of birth for each of the members of 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 only be recorded for the head.
5. Collect information on every person 14 years and over who is listed as a member of the household. If any of these persons are unable or not available to be interviewed, then a responsible adult may be allowed to give their information.
6. After completing the interviews at each household, verify that all the relevant sections have been filled out correctly and legibly. Additionally, ensure 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 leave the household. Also, insert the total number of household members and the total number of household members 14 years and over. This should correspond with the household members listed in the Household Listing Module.
7. Do not submit questionnaires for which the result code is 2 "Partially Complete", 4 "Refusal", 6 "No suitable respondent" or 7 "No Contact", **if** you only visited the address once. You may want to inquire from the household's neighbour about 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. Questionnaires with incomplete result codes 3 to 9, or 0, will be paid for only after all call backs and attempts to get the interview have been exhausted where applicable. Field supervisors are not paid for any interviews they conduct, since it 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 will be given to interviewers, for use at households where the respondents speak only Spanish. Use this questionnaire only to ask the questions, and record the responses in the English version of the questionnaire.

GENERAL INSTRUCTIONS FOR RECORDING RESPONSES

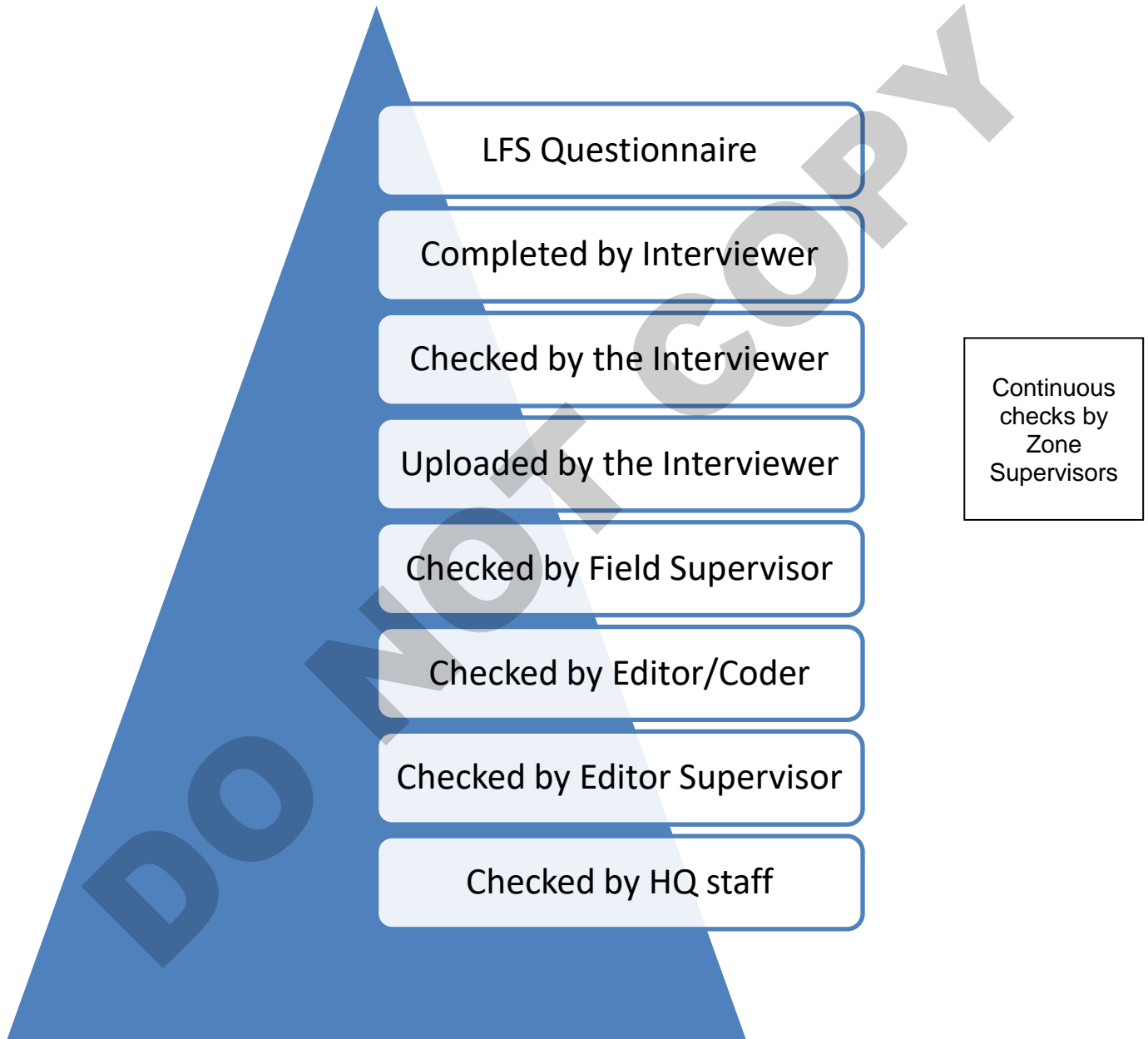
- **Interviewers**, use pencils only to fill out paper questionnaires. Do **not** use pens. If you must erase, do so as neatly as possible. Go through the entire questionnaire to ensure all mistakes are corrected.
- You should mark only one response for each question, unless stated otherwise e.g. Question EA7. You can easily identify a question that allows for multiple answers, because the responses have a square (□) rather than a bubble (O) 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 how you are expected to write numbers to ensure they are readable by the software.
- 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 EA22. All this requires is for you to **write** the response, one digit in each box. Remember that if the answer is less than 10, you do not need to write a leading zero – **write the single digit answers in the box on the right.**

EA22 How many hours do you/does N usually work per week in all jobs?

MAIN JOB		4	0	Hours
OTHER JOB(S)			5	Hours
TOTAL		4	5	Hours

CHECKING THE COMPLETED QUESTIONNAIRE

The diagram below shows the work flow in the districts. A questionnaire is completed and checked by the interviewer, then checked by the field supervisor before sent for processing. Additional checks may be carried out by the zone supervisor and/or HQ staff throughout the survey period.



Role of the 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 tasks.

The training you are given will enable you to collect the required information. In addition, your **Tact**, **Approach**, **Patience** and **Self-confidence (TAPS)** will assist in obtaining co-operation from the respondents. You should always introduce yourself, present your ID card, and explain 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 sample listing (see page 63) E.g. E.D. Number., Household number etc. Use pencil only.
- CONTACT every household assigned.
- TRAVEL to the assigned area of work
- INFORM your supervisor of any changes, i.e. if the head of the household is different from what is on the sample listing. A note should be included in the Cover Page.
- CONDUCT interviews for each person 14 years and older. This may mean making call-backs to certain households if the interview was not completed on the first or second visit. Interviewers are required to make up to four visits 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.
- EDIT all completed questionnaires ensuring that all relevant questions have been answered accurately.
- REPORT to field 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 editors/coders.
- UPLOAD completed questionnaires at the end of each day.
- REMEMBER that a questionnaire should be submitted for each household on the list regardless of the result code. The interviewer is accountable for each questionnaire given to him/her.
- TRANSFER all information collected on paper questionnaires to the electronic application.
- SUBMIT ID cards, flash cards, all questionnaires, including additional person questionnaires, spoilt and blank questionnaires, bags, clipboards, and all electronic devices with accessories to your field supervisor at the end of data collection.

Important Reminders for Interviewers

BEFORE LEAVING THE HOUSEHOLD:

- Ensure all applicable sections of the questionnaire 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 the cover page if the result code is 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 cover page.
- 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 who provided the information for the household listing module.
- Conduct interviews for all persons 14 years and older in the household.
- Remember to record the person number of the **person responding to each individual questionnaire**. This may or may not be the same as the person number of the person about whom the questions are being asked.

BEFORE SUBMITTING THE QUESTIONNAIRES FOR UPLOAD TO YOUR SUPERVISOR:

- Check all questionnaires to ensure that they are completely filled out.
- Check that the person number for persons 14 years and older corresponds with the number in the household listing module.
- Ensure that all responses are properly shaded and that all written responses are legible and complete.
- Check that there is a household questionnaire filled out for each household in the listing and a 14 years and over questionnaire filled out for each member of the household 14 years and older. Then fill in the total number of members and total 14 years and over on the cover page of the Household Questionnaire.
- 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 INTERVIEW 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, and that you have signed the questionnaire to confirm it has been completed and that you have performed the checks listed here.
- ▶ Ensure that Person Answering on page 3 of the household questionnaire is shaded
- ▶ Check that the ages of households members after the head are in descending order
- ▶ Ensure that HL4 to HL7 is answered for all members of the household
- ▶ Check that if ED3 is 'Yes', responses are at ED4 only and if ED3 is 'No' or 'DK/NS', ED4 is blank
- ▶ Ensure that if ED3 is 'No' or 'DK/NS' and the person is less than 14 years old, ED6 has a response
- ▶ Ensure that HH1 to HH8 have a response and HH9 & HH10 have a response for each item
- ▶ Ensure that the ages recorded in HL3 match those shaded in AG1 for persons 14 year and over
- ▶ Ensure that the correct person number is shaded, and household identification is transferred to each person questionnaire used
- ▶ Ensure that TR1 and PW1 have responses and PW1 a, b and c add up to 52 weeks
- ▶ If the response to EA17 is answered, then EA18, EA20, EA21, EA22 must have responses for 'Main job' and/or 'Other job'.
- ▶ If the response to EA18 is 'Self-employed with paid help' for 'Main job', then there should be a response recorded for EA19. If the response is one of the other options, EA19 should be left blank.
- ▶ Check that if there is a difference in the totals for EA22 and EA23, then a response should have been recorded for EA25.
- ▶ Verify that if the total hours usually worked in EA22 is less than 35, that EA27 has a response.

INTERVIEWER'S SURVEY KIT

- Household questionnaires (English and Spanish)
- 14 Years and Over Questionnaires (English and Spanish)
- Training Manual
- Income Flashcard (see page 60)
- Call back forms (see page 61)
- Photo ID card, pencils, erasers, a sharpener, and a clipboard

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

Role of the Field Supervisor (FS)

The main role of the field supervisor is to identify and assign households for interviewers in the team and check all completed questionnaires. The field supervisor will be the liaison between the interviewer and the Zone Supervisor.

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

Supervisors' Duties:

- IDENTIFY all assigned households with the use of the application for the map and the visitation record as a guide.
- ASSIGN households for interviewers.
- DISTRIBUTE all necessary fieldwork materials to the interviewers.
- ACCOMPANY interviewers to households that have refused to participate in the survey, to seek the household's cooperation.
- CONDUCT re-interviews as specified by HQ
- SIT in one (1) live interview per interviewer per week for the first 2 weeks
- Check all questionnaires and point out any errors to interviewers
- Check the application for any rejected questionnaires and show interviewers any errors on a daily basis
- ENSURE that all households on the sample listing were visited and that there is a corresponding questionnaire for each household regardless of the result code
- ENSURE that changes relating to the head of household or description of dwelling unit are reflected on sample listing.
- VERIFY all vacant dwellings, vacant lots, no contact, partially complete, etc.
- COLLECT and SUBMIT sample listings, visitation records, ID cards, flash cards, all questionnaires, including additional person questionnaires, spoilt and blank questionnaires, bags, clipboards, log books, and all electronic devices with accessories to headquarters upon completion of data collection.
- ENSURE that completed questionnaires are uploaded at the end of each day
- REPORT to headquarters any difficulties with the vehicle.
- REPORT to zone supervisor any problems that may arise during fieldwork
- DISCUSS with interviewers any consistent errors or omissions.
- SUBMIT a weekly progress report to headquarters every Monday morning
- RETURN to interviewers questionnaires with errors and omissions for corrections.

Role of the Zone Supervisor (ZS)

Supervisors' Duties:

- INFORM field supervisor of your scheduled meeting time
- CONDUCT field visits to meet with the teams under your supervision each week.
- OBSERVE at least 1 interview for each interviewer per cluster.
- CONDUCT at least 2 re-interviews for each interviewer per cluster.
- ASSIST interviewers with households that have refused to participate in the survey in an effort to seek their cooperation.
- VERIFY all vacant dwellings, vacant lots, no contact, partially complete, etc.
- PROVIDE feedback to the team (from quality checks)
- ENSURE all necessary documentation such as sample listings accompany questionnaires submitted to headquarters.
- FILL OUT control form for person (s) under direct supervision
- SUBMIT a weekly progress report to headquarters every Monday morning for the duration of data collection of field work for the districts under your supervision.

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 or 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 cover page.
- 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 to 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.

ROLE OF EDITOR/CODER

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

EDITING/CODING GUIDELINES

All editor/coders should read the Interviewer's Training Manual and the Editing and Coding Manual to understand the questionnaire.

General Checks

- CHECK questionnaires for completeness and accuracy and provide comments through the software covered in training
- REPORT to interviewer any questionnaires that need to be rejected through use of software covered in training
- 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 the household who must always be listed first.
- ENSURE that descriptions for industry and occupation are adequate for coding
- CHECK that questions HL3 to HL7, have been answered for every member of the household, and that each person aged 14 and older has completed an individual questionnaire.
- CHECK that the Education Module contains adequate information for persons 5 years and older.
- CROSS-CHECK the ages recorded in HL3 with AG1 for each person 14 years and older.
- RECORD and REPORT to supervisor common errors observed for each interviewer.
- CODE all respective fields for all questionnaires (TR2, EA12, EA13, EA20, EA21, EA29, EA30 and EA34).
- CHECK that errors sent to interviewer for correction have been revised.

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

HOURS OF WORK

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

Note you are also required to sign the register daily.

Annex I: Types of Dwelling Units

Undivided private house



Part of a private house



Where more
than one
household
share this
building

Apartment building



Double House



Duplex

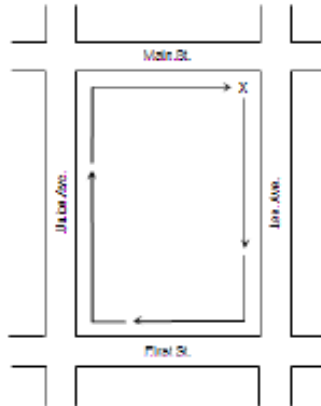


Annex II: Sample Listing

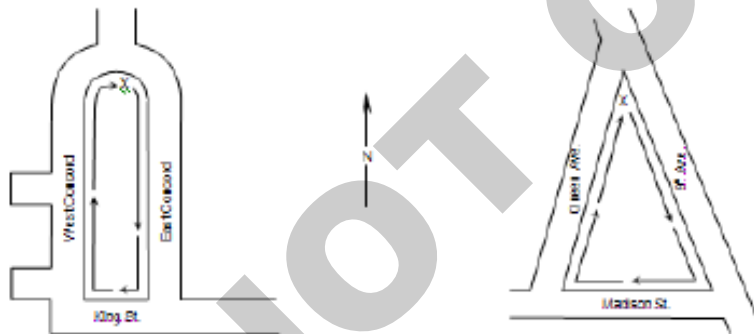
DISTRICT	CLUSTER NUMBER	ED NUMBER	BLOCK NUMBER	BUILDING NUMBER	DWELLING UNIT NUMBER	HOUSEHOLD NUMBER	FULL ADDRESS	CITY/TOWN/VILLAGE	HEAD SURNAME	HEAD FIRSTNAME	COMMENTS
1	11	101	2	10	6	6	8TH AVENUE	COROZAL TOWN	NICKOLSON	ABRAHAM	WOODEN HOUSE WITH ZINC ROOF PAINTED YELLOW UNFENCED
1	11	101	3	20	15	14	8TH AVENUE	COROZAL TOWN	RODRIGUES	CARLOS	CONCRETE HOUSE WITH ZINC ROOF PAINTED WHITE WITH RED TRIMMINGS, UNFENCED
1	11	101	3	26	23	21	CORNER OF 8TH AVENUE AND 9TH STREET SOUTH	COROZAL TOWN	PASOS	VIOLA	3 STOREY BUILDING PAINTED CREAM AND WHITE TRIMMINGS WITH SHINGLES SHEET ROOF, CONCRETE FENCE PAINTED THE SAME
1	11	101	3	33	31	29	B STREET SOUTH	COROZAL TOWN	HINDS	ERNESTO	CONCRETE HOUSE WITH CONCRETE ROOF PAINTED LIGHT BLUE WITH CONCRETE FENCE PAINTED THE SAME
1	11	101	4	40	39	37	B STREET SOUTH	COROZAL TOWN	DUNN	IVY	ELEVATED WOODEN HOUSE WITH ZINC ROOF UNPAINTED WITH ZINC ROOF
1	11	101	5	48	48	45	F STREET SOUTH	COROZAL TOWN	GARBUTT	JONATHAN	CONCRETE HOUSE WITH ZINC ROOF PAINTED LIGHT BROWN WITH CREAM TRIMMINGS FENCED WITH CONCRET E PAINTED THE SAME COLOR AS HOUSE
1	11	101	5	57	57	53	SAN ANDRES ROAD, 6TH STREET SOUTH	COROZAL TOWN	OLIVERA	LEIDA	CONCRETE HOUSE WITH CONCRETE ROOF, PAINTED WHITE WITH CHAIN LINK FENCE (REFUSAL)
1	11	101	6	66	65	60	CORNER OF NO NAME STREET AND SAN ANDRES ROAD	COROZAL TOWN	NO CONTACT		2 STOREY CONCRETE HOUSE WITH CONCRETE ROOF, UNPAINTED WITH CHAIN LINK FENCE
1	11	101	7	76	74	68	C STREET SOUTH PANAMERICAN	COROZAL TOWN	TILLET	COLLET	CONCRETE HOUSE WITH CONCRETE ROOF PAINTED WHITE WITH CHAIN LINK FENCE
1	11	101	8	85	82	76	C STREET SOUTH PANAMERICAN STREET	COROZAL TOWN	ANDERSON	RAUL	GREEN AND DARK GREEN 2 STOREY CONCRETE BUILDING LOWER LEVEL APT.
1	11	101	9	93	90	84	CORNER OF 9TH STREET, SOUTH C STREET SOUTH COMMON WEALTH	COROZAL TOWN	BELL	ANTHONY	WHITE AND BROWN WOODEN ELEVATED HOUSE WITH RED ZICN ROOF WITH CONCRETE PART AT FRONT CHAIN LINK FENCE
1	11	101	11	103	101	92	7TH AVENUE	COROZAL TOWN	CHAVES	RAFAEL	2 STOREY WHITE AND DARL GREEN CONCRETE HOUSE WITH CONCRETE ROOF DARK GREEN BANNISTERS
1	11	101	11	109	108	99	A STREET SOUTH	COROZAL TOWN	UWENS	FREDY	NOT PLASTERED CONCRETE BUNGALOW HOUSE WITH ZINC ROOF CHAIN LINK FNEC E
1	11	101	12	115	117	107	A STREET SOUTH/ LABOUR DAY	COROZAL TOWN	WILLIAMS	ELVIS	2 STOREY FADED PINK WITH ZINC ROOF CHIAN LINK FENCE CONCRETE GARAGE AT THE SIDE
1	11	101	12	124	126	115	9TH STREET SOUTH	COROZAL TOWN	ALONZO	HILMAR	LIGHT ORANGE 2 STOREY CONCRETE BUILDING WITH GREEN ZINC ROOF
1	11	101	15	132	134	123	CORNER OF 1ST JANUARY, C STREET SOUTH / 10TH STREET SOUTH	COROZAL TOWN	NO SUITABLE RESPONDENT		CREAM CONCRETE BUNGALOW WITH CONCRETE ROF BUGULAR WINDOWS CREAM CONCRETE WALL
1	11	101	15	140	142	131	CORNER OF 11 STREET SOUTH, 1ST JANUARY C STREET SOUTH	COROZAL TOWN	CHAN	JUAN	2 STOREY PEACH WITH WHITE TRIMS, CONCRETE BUILDING, CONCRETE FENCE WITH IRON GATE
1	11	101	16	148	149	138	CORNER 11 STREET SOUTH	COROZAL TOWN	SANCHEZ	ANGELO	ELEVATED PINK WOODEN BUILDING ZINC ROOF AND SMALL BUILDING USED AS ROOM,
1	11	1105	2	5	7	5	SOUTH END	COROZAL TOWN	HEREDIA	TONY	2 STOREY BUILDING UPSTAIRS WHITE CONCRETE BUILDING WIDE VARANDA, WOODEN WINDOWS W/ BARS
1	11	1105	2	15	16	13	NORTHERN HIGHWAY	COROZAL TOWN	ACOSTA	CORNELIO	WHITE CONCRETE BUILDING INFRONT, ZINC ROOF,
1	11	1105	3	25	26	21	NORTHERN HIGHWAY	COROZAL TOWN	PALERED	HERMAN	UNPAINTED CONCRETE STONE BUILDING, UNPAINTED CONCRETE VARANDA
1	11	1105	3	33	35	29	NORTHERN HIGHWAY	COROZAL TOWN	PEREZ	EULOGIO	CONCRETE BUILDING GREEN AND PART UNPAINTED
1	11	1105	3	43	46	36	SOUTH END	COROZAL TOWN	MAYOR	GLENDA	UPSTAIRS CREAM CONCRETE BUILDING WITH ZINC SHED
1	11	1105	4	63	63	44	431 SOUTH END	COROZAL TOWN	RAYSON	PAUL	2 STOREY CONCRETE WITH CREAM TRIMS, WOODEN DOORS, UPSTAIRS UNDER CONSTRUCTION
1	11	1105	4	77	76	52	ROAD TO FERRY	COROZAL TOWN	BRAY	DOUGLAS	2 STOREY WHITE CONCRETE BUILDING WHITE CONCRETE BUILDING, WOODEN WINDOWS, CONCRETE FENCE WITH IRON GATE

Annex III: Canvassing Procedures

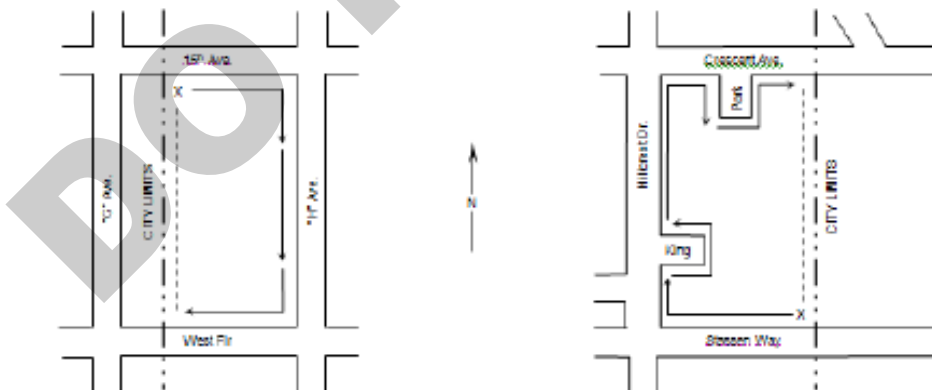
1. Start at the Northeast Corner of a standard enclosed block.



2. Start at approximate Northeast Corner of an irregular enclosed block and write address of first house on the map.



3. Start where you can complete the block without backtracking on a non-enclosed block.



Annex IV: 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	120 - 124	720 - 749	1440 - 1499	2880 - 2999	8640 - 8999	34560 - 35999
26	125 - 129	750 - 779	1500 - 1559	3000 - 3119	9000 - 9359	36000 - 37439
27	130 - 134	780 - 809	1560 - 1619	3120 - 3239	9360 - 9719	37440 - 38879
28	135 - 139	810 - 839	1620 - 1679	3240 - 3359	9720 - 10079	38880 - 40319
29	> 139	> 839	> 1679	> 3359	> 10079	> 40319
0 - Unpaid family Worker		88 - No Fixed Period (Seasonal work, piece work)				

PRIMARY SCHOOL LEVELS			SECONDARY SCHOOL LEVELS	
Infant 1 - Grade 1	Standard 2 - Grade 4	Standard 5 - Grade 7	Form 1 - Grade 9	Form 4 - Grade 12
Infant 2 - Grade 2	Standard 3 - Grade 5	Standard 6 - Grade 8	Form 2 - Grade 10	Associate (year 1) - Grade 13
Standard 1 - Grade 3	Standard 4 - Grade 6		Form 3 - Grade 11	

ECONOMIC ACTIVITY FLASH CARD	
Sell food/pastries/sweets/snacks	Car washing
Babysitting	Drive taxi or other transport business
Washing, ironing, cleaning clothes	Basket weaving
Sewing for pay	Carpentry
Barbering or hairdressing (braid hair)	Catch fish, prawns, shells, wild animals or other food
Cleaning yard/ Cutting grass	Shoe shining
Nurses' aide - for pay	Performing in public
Bicycle cart deliveries	Ploughing, harvesting, looking after livestock
Selling craft items	Construction or major repair work
Cleaning offices	Any other activity for pay, profit or family gain
Subsistence farming	