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## PART 1 INTRODUCTION

### Census Information is to be used for Planning

1. The population census is a count of the country's inhabitants and their characteristics.
2. It is designed to tell us how many of us are in the country, where we live, how we earn our living and the rate at which we are increasing.
3. The information collected in a census is used for purposes of generating statistics about the population. It is the statistics that are used for policy and planning purposes. Census information is **NOT** used for identifying people for taxation or punitive purposes.

### The Census Organisation

4. The Uganda Bureau of Statistics is responsible to the Government for the census as a whole. The Census Office is in charge of operationalising the census activities at all levels. The country is divided into 56 districts in each of which has a District Census Officer (DCO) who is in charge of the census work in the district. The DCO will be assisted by an Assistant DCO (ADCO), Sub-County and Parish Supervisors.
5. Parishes are subdivided into Enumeration Areas (EAs), which in most cases correspond to LC1's. Each enumerator shall be responsible for one EA and shall go to every Household in his or her area to record the information, which is required.

### Recruitment and Training

6. You have been selected to participate in this training because you have fulfilled the requirements of being an enumerator in the 2002 Uganda Population and Housing Census. You will undergo a six (6) day non-residential training, which will involve classroom training, field practice and tests. If you succeed in all these, you will be appointed as an enumerator during the census.

### Your Role as an Enumerator

7. Your job is to enumerate everyone who slept in your EA on Census Night. You will ask the questions and record the answers that are required. **You must make every effort to obtain complete and accurate answers and to record them correctly.**
8. Your respondent should be any competent adult in the Household irrespective of his / her position within the Household. However, sometimes children are more knowledgeable than adults. In that case, they should be used as the respondents.
9. The success of the census depends upon everyone's cooperation and it is your job to obtain it by being polite, patient and tactful during the census period.
10. The information you obtain is **CONFIDENTIAL** and will only be used to compile statistics. You are not permitted to discuss it, gossip about it or show your records to anyone not employed on the census. Do not leave your questionnaire books lying about where unauthorised persons may have access to them.
11. Uganda laws provide penalties if either yourself or any member of the public obstructs your duties during the census.

### How to Approach the Public

12. Before starting work, introduce yourself to chiefs and LC's of your EA.
13. Start the Household interview only when you have identified yourself and exchanged greetings, have explained what the census is about and have answered any questions about the census that people may ask.
14. Only ask such questions as are necessary to enable you to complete the questionnaire. It is the duty of all adults to give you such information about themselves and other members of the Household.
15. Assure the respondents that all information obtained will be used for statistical purposes only, and will be regarded as strictly confidential. You could start like this: *Government is interested in getting information about the population to be able to plan better for them in order to increase their incomes, and therefore reduce poverty.*
16. During the interview, let the respondents take their time. Do not suggest answers to them. Work steadily and make sure the answers are clear to you before you record them. Do not accept at once any statement you believe to be wrong but tactfully ask further questions to obtain correct answers.
17. It may happen that someone refuses to answer your questions. In the majority of cases this is because of a misunderstanding. Explain further stressing the importance of the census and that it has nothing to do with taxation or any similar government activity, that the information is confidential and that census results are published only as aggregates made up in such a way that it is impossible to identify individual persons and their characteristics.
18. You should be able to clear up the misunderstandings, but if you cannot persuade a person to cooperate, or if his or her refusal is deliberate, tell the person the legal and administrative implications regarding refusal to answer questions. If there is a complete refusal report the matter to your Supervisor and do so at the earliest opportunity.
19. At the end of the enumeration, you will be required to return your letter of appointment, apron, badge and all the different questionnaire books whether used or unused; and you will not be paid until you have done so.

## **PART 2 GENERAL INSTRUCTIONS**

### Materials for use during enumeration

20. When you have completed your training successfully you will be issued with materials that will facilitate you to carry out the enumeration. These are:
- i. A letter of appointment
  - ii. An Apron
  - iii. Books of questionnaires
  - iv. An Enumerator's Instructions Manual (issued at the beginning of training)
  - v. Ball point pens
  - vi. Chalk
  - vii. A polythene bag/Satchel.
  - viii. An EA Map

### The Enumeration Area (EA)

21. Make sure you understand your EA, and its boundaries before you start work. It may be equivalent to an LC 1 or part of an LC 1 or two or more LC 1s combined together. If you are not sure about the boundaries or uncertain whether a particular place is within your area or outside it, ask your Supervisor and your guide(s). The EA maps provided will assist in boundary recognition.
22. Even when you are sure about the boundaries, **you must**, before you set out, speak to your Supervisor and to the Enumerators who will be working in neighboring areas and make sure that you all agree on them.
23. Plan your journey so that you visit each place and each Household in turn. Work in an orderly way and you will save yourself much walking and a great deal of fatigue.

### The Census Night

24. The Census Night is the night of **12/13 September 2002**. The information you will collect for the Census will refer to this date.
25. You are responsible for enumerating everyone who will have slept the census night in Households in your area. Your interviews will take a maximum of seven days. It does not matter when you reach a household, you must always ask about and enumerate those who spent the **Census Night** in the Household. Do not include persons who on the census night were outside the Household but are found in the Household at the time of enumeration.

### The Household

26. A Household is defined as a group of persons who normally **EAT** and **LIVE** together.
27. Very often the Household will be a family living in the same house or compound and **EATING** together. A Household will normally consist of a man, his wife and children and sometimes relatives, maids and visitors.
28. If two or more groups of persons, each of which has its own separate **EATING** and housekeeping arrangements live in the same dwelling, treat them as separate Households.
29. If a man has two or more wives and they and their children live and EAT together, they form one Household. If the wives and their children live and EAT separately, they will form more than one Household. The husband is enumerated as the Household head in each of these Households. However, he will be recorded as present **only** where he spent the Census Night.

30. A Household may consist of one person who lives and eats on his or her own.
31. A Household may consist of several persons who are not related to each other. What matters is that they LIVE together in the same Household or compound and EAT together.

#### Institutions

32. Sometimes groups of people live together but do not belong to a Household. Examples of such people include persons in hospitals, schools and colleges, hostels, barracks and prisons and others. Supervisors will make special arrangements for enumerating such people and you may be instructed to participate.
33. Persons in institutions should be treated as if they belonged to a single Household and listed continuously on the questionnaires. The name of the institution should be written at the top of the questionnaires so as to make it clear that it is not a private Household.
34. Those working in institutions but who live in Households (but physically located inside the institution perimeter) should be enumerated as Households and not as part of institution. Thus a nurse living in a Household but within the hospital perimeter should be enumerated as a member of the Household where she lives. However, a nurse living in a hostel should be enumerated as a member of the institution (the hostel).

#### Hotels

35. Enumeration of persons in **hotels** will be the responsibility of District Census Officers and the Supervisors but you may be instructed to issue and collect the forms.
36. Hotels catering for international and business people will be supplied with a stock of questionnaires and envelopes. On the evening of the Census Night, managers will be asked to give each guest a questionnaire in an envelope.
37. All persons staying in a hotel on census night will be required to complete a questionnaire, seal it in the envelope and hand it to the reception next morning. The Parish Supervisor will collect envelopes from the Hotel Manager.
38. Persons staying in guest houses/lodges of the kind that cater for persons like long distance lorry drivers will be enumerated in the same way as the floating population.
39. During the census night or early in the morning of September 13, 2000, the Enumerator will work with the management of Guest Houses/Lodges to enumerate the guests of these institutions.

#### The Homeless

40. These are people who do not have any form of formal shelter over their heads e.g. those sleeping on verandahs, condemned, abandoned or partially demolished structures. They also include beggars, vagrants, street children and people who spend the night at bus parks, on the streets or similar places.
41. The Homeless and Floating persons should be listed one after another on the questionnaire in the same way as people in an institution.

### The Floating Population

42. These are persons who will not spend the census night in any Household, institutions or hotels. They include persons who were traveling on the census night, those in transit at airports or on ships in landing sites or in railway stations.
43. Parish Supervisors are responsible for ensuring that such persons are enumerated during the census night or early the following morning. You will assist them in enumerating such people.

### Whom should you enumerate?

44. Enumerate all persons who were in the Households / institutions as well as floating population in your EA on the census night.
45. Sometimes there are persons who would normally have slept with the Household but who were absent on the census night and did not sleep in any other house. Examples are night fishermen, hospital attendants, police officers, nurses on night duty, persons working a night shift in a hotel or any other person on night duty. Such persons are to be enumerated with their usual Household as long as you are sure that they were not enumerated where they spent the Census Night.
46. Persons who spend the census night at a funeral should be treated like persons on night duty and must be enumerated in the households where they would have spent the night.

### Whom should you interview?

47. Your aim is to obtain information about all members of the Household. However, you do not have to interview each of them. You should interview the Household head, or in his/her absence any adult person who is most knowledgeable about the affairs of the Household.
48. You should work out a programme of how you will cover your households. Using your guide, send a word ahead of you to say when you will be visiting particular Households.

### What happens if there is no one at home?

49. When you visit a house that is inhabited, you may not be able to obtain any information, either because nobody is at home or because the competent respondent is away at the time. Inquire from those at home the best time for you to call back. If there is no one at home, ask the neighbours when the members of the Household are likely to be at home and arrange your next visit for that time, even if it requires to meet them at night.
50. If after three visits you have not succeeded in finding anyone at home, make a note of the place and inform your supervisor.
51. You will wear your **apron** whenever you are carrying out census related work. These aprons will be collected at the end of the exercise and you should not use the Census Apron anytime after the census enumeration.
52. All the information required for the census will be recorded on the **questionnaires**, which will be issued to you in bound books. You **MUST** return all questionnaires (used, unused and spoilt) to your supervisors.
53. Detailed instructions for completing the questionnaire are given in Parts 3 - 10 of these Instructions.

54. When you have enumerated the Household, use the chalk provided to write the Household number in some place acceptable to the Household where it will be easily visible, sheltered from rain and out of reach of small children. The best place will generally be the front door. The number on the house must correspond with the Household number on the listed questionnaire. The number must be a 3 - digit number (see paragraph 70).
55. Request the people to leave the number in place for at least two months so that they may be spared the inconvenience of unnecessary revisits. Explain that the numbers are used for the purposes of the census only.
56. You will be given enough **chalk** to be used to mark those houses you have visited and whose occupants you have enumerated. The purpose is to help ensure that no Household is enumerated twice and that none is missed.
57. If there is more than one Enumerator working in your EA, write your initials in front of the Household number. (For example, if your name is William Opolot and you have visited Household number one, write WO/101. In this way Households covered by one Enumerator can easily be distinguished from those covered by the second Enumerator.

Checking your work

58. Before you leave the Household, check the questionnaire you have completed and make sure that you have done it accurately and fully. It is better to check your work on the spot than to have to go back or be sent back. It will save you time, embarrassment and inconvenience.



## **PART 3: HOW TO FILL IN THE HOUSEHOLD QUESTIONNAIRE**

### **General Rules**

59. Complete the questionnaire yourself. Here are some general rules:
- Use the pens provided.
  - Keep the questionnaire clean.
  - Write legibly.
  - Write in CAPITALS
60. There are three types of questionnaires namely the Household Questionnaire, the Enterprise Questionnaire and the Community Questionnaire. The Household questionnaire has six distinct components. The questionnaire should be filled in the order specified below:
- Identification Particulars (on the cover page);
  - Population Questions (Questions P1 – P30);
  - Housing Questions (Questions H1 – H11);
  - Household Questions (Questions H12 – H23);
  - Agricultural Questions (Questions A1 – A6);
  - Death Questions (Questions D1 – D4).
61. The questionnaire has been designed in such a way that certain parts are relevant for persons in a specific age/sex group as it is indicated in the subsequent paragraphs. Always adhere to the age instructions as given on the questionnaire and Instruction manuals.
62. If you make a mistake, cross it out neatly with a single line and write the correct answer besides or above. If there is no room to make the correction, draw a line through the whole of the column for the person, write along it "mistake" and complete a new column for the person.
63. If you make a mistake involving a whole Household, draw a diagonal line across the questionnaire, write along it "spoilt" and complete a fresh questionnaire for the Household. Never tear a used, spoilt or clean questionnaire out of the book. You have to account for any missing pages.
64. The enterprise questionnaire will be filled immediately after filling the Household questionnaire.
65. When you visit a Household, request to speak to the Head of Household. The Head of the Household is the person who is regarded by the members of the household as its head, and may be a man or a woman. If the Head of the Household is not present, ask for the next senior and/or most knowledgeable person.
66. Explain that you want to record particulars of the Household Head and everyone else who was present in the Household on the census night.
67. It is important that each Enumerator should ask census questions in exactly the same way, otherwise there will be misunderstandings and mistakes. You will be provided with cards giving the appropriate translations of the questions into the language or languages you will be using during interviews.
68. The instructions which follow deal with what is required and will help explain the questionnaires. We shall study the manual and questionnaire together.

### **Identification Particulars (Cover Page)**

69. Each Household/institution will be given a code number, which uniquely identifies it. The identification is very important so accuracy should be observed here. The identification consists of the District name, County name, Sub-county name, Parish name, Enumeration Area name and LC 1 name. All these are to be filled on the cover of the questionnaire booklet in the box labeled 'IDENTIFICATION PARTICULARS'.

### **Identification Particulars (Top Right of the Questionnaire)**

#### Household /Institution Number

70. First, enter the **Household/Institution** number in the top-right hand corner of the questionnaire. You will allocate this number yourself, using a 3 – digit format. The first Household you enumerate will be 101, the second 102 and so on upwards. The Institutions, just like Households will be given a number.

#### Name of Institution

71. In the case of Institutions, write the name of the institution in full (e.g. Uganda School for the Mentally Handicapped).

#### Population Type

72. Write the appropriate code for the type of population using the codes given on the code list. If this is a Household, write code '10'.
73. In case of Institutional Population, select the code from the code list that best describes the main activity of the Institution e.g. a Secondary School in a religious institution should be considered as religious.
74. There are some persons who will neither be found in Households nor institutions. For such persons, use the code '21' for Homeless or '22' for floating population, whatever the case may be.

## PART 4: PARTICULARS OF HOUSEHOLD MEMBERS

### Questions P1 and P2: **Name and Relationship**

Ask, "*Who is the Head of this Household?*"

75. Record the name of this person whether or not this person spent the census night in the Household.
76. Ask, "*Who stayed here on the Census Night?*"
77. It is important that you list the names in a set order so that you have a clear picture of the composition of the Household from the very beginning.
78. List members of the Household by family. You are required to record two names per person i.e. the SURNAME/MAIDEN NAME in the top portion of the row, and FIRST/OTHER name in the lower portion. In case of married women and other females, their maiden name should be recorded. For persons with more than two names, record only two names as specified above. **Do not write nicknames.**
79. At the same time as you write names on line 'P1', enter the relationship on line 'P2'. This information is likely to be provided concurrently.
80. Start with the head whether he/she stayed in the Household on the Census Night or not. If he/she stayed in the Household on the census night, his/her code for relationship will be '11'. If he was absent, then his relationship code will be '10'. Then list other Household members who spent the Census Night in the Household in this order:
1. The spouse and unmarried children, beginning with the eldest and working down to the youngest. If a man has more than one wife and if all live and eat together, list each wife and her unmarried children in turn. (If they live and eat separately, treat each wife as having a separate Household as already explained).
  2. Then enter married children and their spouses and children who spent census night in the Household.
  3. Then list other relatives and their wives and children who were in the Household on census night.
  4. Finally list those who are not related to the head or anyone else who spent census night with the Household e.g. some Household members are not necessarily related to the Household head but are living with him, use code '18' for persons who are not related.
81. Infants and young children are sometimes forgotten. Pay particular attention to getting all babies counted. In the event that the infant has only one name, write the name in the appropriate row and put a '-' in the second row. If the child has no name at all, write NO NAMES in the row for surname and put a '-' in the second row.
82. Remember to inquire about and to include persons on night duty, bed ridden persons and those temporarily away from the Household for such purposes as getting water or firewood or visiting a trading centre, school or hospital. Do not include members of the Household who were admitted to hospital on the census night, but include their caretakers who were away on the Census Night.

83. When you have written the names of all who were in the Household on census night and their relationship with the head, read the list to the Household members to find out whether everyone has been included. You must be sure that everyone who was present in the Household on the Census Night is included.
84. When a man and woman live together, although not legally married, you should treat them as husband and wife if they regard themselves as such.
85. Where several persons who are not related are living in a Household, name one (who slept in the Household on the Census Night) as the Household Head and give him/her code '11' using the code list and describe the rest as non-relatives and give them code '18'.
86. The children born after the Census Night will not be included. However, persons who were in the Household on the Census Night but died before the interview should be included. Only ask questions on Name, Relationship, Sex and Age (Questions P1, P2, P3 & P5).
87. For institutional, homeless or floating population, allocate them code '18' for non-relative.

**Question P3: Sex**

*Is (NAME) male or female?*

88. Write 1 for "male" and 2 for "female".
89. Usually the person's sex will be clear to you from the looks, name and relationship but if you are not sure, ask. When you are not sure, do not infer the sex of a person from the names, as some names are for both sexes e.g. Grace. Further, some females may use names of their fathers, grandfathers or husbands. Also be particularly careful to get the sex of infants right.

**Questions P4 & P5: Age and Date of Birth**

90. Record the person's exact date of birth as follows:
  - i. Date using a 2 – digit code;
  - ii. Month using a 2 – digit code; and
  - iii. Year using a 2 – digit code, recording only the last two digits of the year of birth.
91. For example, if somebody was born on Thursday, 17<sup>th</sup> February 2001, record the Date of Birth as 17/02/01.
92. Write the current age (of the person) in completed years. If the person is an infant under one year of age, write "00", e.g. if you find a baby in the Household aged 2 months, write "00". If the person is aged 7<sup>1</sup>/<sub>2</sub> years, write 07.
93. Though the questions on age and date of birth are some of the most important in the census, they may be the most difficult to answer. You will find many people who do not know neither their date of birth nor their age. In such cases you will have to probe to estimate the date of birth and hence the age.
94. The best source of information would be birth, immunisation or baptism certificates. Ask to see any of such documents if they are available, and use them.

95. Some people may not know their age but may know when they were born. Ask, "*When was this person born?*" If the age is not known but the year of birth is given, then you will compute the age of the person. If the person has already had her/his birth day subtract the year of birth from the current year (2002), otherwise subtract the year of birth from last year (2001).
96. In case the day of the month of birth is not known but the year of birth is known then you subtract year of birth from current year. If the date of birth is known, calculate the age.
97. One reliable date of birth of one of the Household members may help you to work out the birth dates of other members if it is known whether they are older or younger and by how many years.
98. If all else fails, make the **best estimate** you can, judging by such things as the person's appearance and position in the Household and by using your common sense knowledge that parents are seldom younger than fifteen years of age when their first child is born, that women do not usually bear children below the age of twelve or over fifty years, that people who were in the same class at school are generally similar in age and so on.

**Question P6: Religion**

What is *(NAME's)* religion?

99. Write the code of the religious affiliation, the denomination or sect of the person using the code list. For example, if the person is a protestant (Church of Uganda), write code "11". If the person has no religion, record "20" for 'None'.

**Question P7: Ethnic Group or Citizenship**

Ask, *Is (NAME) a Ugandan?*

100. If this person is a Ugandan, write the code for his/her ethnic group/tribe. For Ugandan citizens whose ethnic group is not included on the code list, use code '69' for Other Ugandans. Record the code for the tribe or ethnic group to which a person considers he or she belongs. In case of children of inter-tribal marriages, record the answer as given by the respondent. Accept the answers as they are given to you. The census is not concerned with the legal status of a person.
101. If the person is not a Ugandan, ask and record the code for the country of citizenship.

**Parental Survival**

102. These questions on parental survival concentrate on the survival status of only the BIOLOGICAL MOTHER/BIOLOGICAL FATHER of the person.

**Question P8: Mother's Survival**

*Is (NAME's) biological mother still alive?*

103. Write code 1 if the mother is alive and code 2 if the mother of the person being enumerated died. In case nobody knows the survival status of the person's mother, write code 3 for "Don't Know".

**Question P9: Father's Survival**

*Is (NAME's) biological father still alive?*

104. Write code '1' if the father is alive and code 2 if the father of the person being enumerated died. In case nobody knows the survival status of the person's father, write code 3 for "Don't Know".

**Question P10: Place of Birth**

*Ask, "Where was (NAME) born?"*

105. By Place of Birth, we mean the mother's district of usual residence at the time of birth. It is NOT the institution or district where the delivery actually took place.
106. If the person was born in Uganda, write the code for name of the respective district, where the mother was residing at the time of birth. The district name required is the current district not what the district name was at the time of birth.
107. If the person was born outside Uganda write the code for the country, for example if a person was born in Ghana, using the code list, write code '77' for "Other Africa"
108. For children aged below 10 years and were born in Uganda, write the name of the Subcounty of Birth in the lower part of the row. Try to obtain the name as of today, not the name as at the time of birth.

**Residence**

109. By "living" we mean either that the person is permanently resident in the district, or that the person is resident in the district for most of the time e.g. for at least six months in the last 1 year, or intends to live in the area for at least 6 months in the next 12 months.

**Question P11: Previous Residence**

*Ask, "In which district was (NAME) living before moving to this district?"*

110. If the person was living in Uganda, write the code of the district (current name) where he or she was living before coming to live in this district. If the person was living outside Uganda, write the appropriate code for the country.
111. If the person was born in this district and has never lived anywhere else outside the district for at least six months continuously, write code 98 for 'Since Birth'. Even when such a person could have lived in different parts of the district, but if he/she has never lived outside the district, write code 98.
112. If the person is a non-usual member or visitor (to the Household / institution), write the code 97 for 'Visitor'.

**Question P12: Duration of Residence**

*Ask, "How many years has (NAME) lived in this district continuously?"*

113. Write the number of years (using a 2 digit code) the person has lived continuously in the district where you enumerate him/her. If the person has lived in the district for less than one year, write "00". If the person has lived in the district for between 1 and 94 years, write the number of completed years lived. If the person has lived in the district for 95 years or more, write 95.

114. If the person does not live in the district but is a visitor or is in the district temporarily, write code 97 for "Visitor". If the person was born in the district and has lived here ever since, write code 98 for "Born".

### **Disability**

115. A person with a disability is defined as one who is limited in the kind of or amount of activities that he or she can do, because of ongoing difficulty (ies) due to a long-term physical condition or health problem that has lasted **six months or more**. This includes all those difficulties that are expected to last more than six months.
116. Note that a person can have a fractured arm or leg due to a road accident and is expected to heal within three months. For purposes of the census, you should not record this person to have a difficulty since the difficulty is expected to last for a shorter period.
117. There are some clear cases of disability such as having lost a leg, or being crippled by polio that one cannot walk normally, or being mad. However, there are also many cases where it is not so clear. In such cases, common sense must be your guide. If the respondent indicates that the condition is not so serious as to prevent a person from living a full life, it should not be counted as a disability.
118. If a person has lost an arm, he or she is disabled. A person who has lost the tip of a finger in an accident should not be considered as disabled. In the same way a person whose sight is impaired but can live and work normally by wearing glasses while doing so is not disabled for purposes of the census.

### **Question P13: Disability**

Ask, *"Does (NAME) have any difficulty in moving, seeing, hearing, speaking difficulty, mental or learning difficulty, which has lasted or is expected to last 6 months or more?"*

119. If the respondent declares anyone in the Household as disabled, use the codes in the questionnaire and describe the nature of the disability as best as you can. Some persons with disabilities have more than one type of disability. In this case you are required to take the two major forms of disability and assign the appropriate codes in the space provided. Note that the column for each person takes care of two types of disabilities.
120. It is quite common for persons in the Household to hide information about disabilities of their kins, especially the children. Ensure that you attempt to see and probe to obtain the truth.
121. Examples of such categories of persons include, those who have
- **Seeing difficulties:** an individual could have a sight problem if he/she cannot see clearly objects that are close to him/her or is unable to figure out objects, which are at a distance. Note that if one wears glasses and ceases to have a problem with sight, then he/ she does not qualify to be recorded as having any seeing difficulties. A separate code for "Blindness" is provided for persons who cannot see at all. If a person has lost one eye, this does not automatically imply that he has a sight problem. Ask the respondent to find out if he/she has a sight difficulty and assign the appropriate code.
  - **Hearing difficulties:** This includes those who have difficulty in hearing i.e. not following a conversation in a normal voice even with use of a hearing aid. In case an individual has a hearing aid and is able to follow a conversation in a normal voice, then she/he does not have a hearing difficulty. A separate code for unable to hear (deaf) is included for those who

cannot hear at all.

- **Speech impairment:** Includes persons with problems of speech, even though they are able to hear. Those who are not able to speak at all are categorised as "Mute"
- **Mental Illness (Strange Behavior):** This is characterised by strange behaviours and the most common description is mad.
- **Learning difficulty/Mental Retardation:** This includes persons with learning difficulties in or out of school and persons mentally less developed than their age mates. They can be adults or children.
- **Epilepsy:** This is a condition where a person has episodes of loss or change of consciousness that may last from a few seconds to over an hour. The loss of consciousness is sometimes accompanied by movement of body parts. The loss of consciousness is also called **fit**. Epilepsy fits are NOT accompanied by fever.
- **Rheumatism:** This is of when the joints of a body are swollen, hot and painful. It is often accompanied by limited movement of the joint.

**Question P14: Cause of Disability**

Ask, *"What caused this difficulty?"*

122. Causes of disability are important because they provide the health and medical explanation of the disability. This information is useful in providing preventive measures against the disability. For example a person may have difficulty in walking because he/she suffered from leprosy or polio. Similarly, a person with strange behavior or mental retardation may have suffered from a long illness, which affected the brain.
123. Sometimes people may be born with a disability. They may be disabled as a result of an illness or because of an injury caused by an accident or because of an injury inflicted on them by others. Record the code of the cause for each corresponding type of disability recorded in P13.

**Question P15: Rehabilitation/Assistance of Disability**

Ask, *"What measures are being taken by (NAME) to minimise the impact of the difficulty?"*

124. Rehabilitation is a process with a target within a time frame aimed at enabling a Person With a Disability to reach a certain mental, physical and/ or social functional level, thus providing the skills/tools to change his/her own life.
125. Record the rehabilitation undertaken for each measure corresponding to each nature of disability. Below are a few guide lines: -
126. **Special Education:** giving the person special types of education for the mentally retarded.
127. **Medical Rehabilitation:** This is the use of surgery, or doing special exercises like physiotherapy and medication etc.
128. **Assistive Devices:** such as clutches, walking sticks, wheel chairs, calipers, artificial limbs, hearing aids etc.
129. **Vocational Rehabilitation:** provides equipment and services to people with disabilities to



improve their ability to work or to live not as dependants. For example, provision of training on how to earn a living. Such training includes, shoe making, weaving, etc

### **School Attendance and Educational Attainment**

130. The questions on education apply to **All Persons Aged 5 (Five) Years and Above**. Look back at the age you have entered for each person. For those aged 0 to 4 years write "N/A" (Not Applicable) for Question P16 and leave the rest of the column blank.

131. For purposes of the census, education does not include any form of pre-primary education such as Nursery Education, even if the person is of eligible age.

#### **Question P16: School Attendance**

Ask, "*Did (NAME) attend school in 2002, leave school during or before 2002 or has never been to school?*"

132. Write the appropriate code using the code list. If the person has never been to school write code '4' for "Never been to school" and skip to Question P18.

#### **Question P17: Educational Attainment**

Ask, "*What highest grade did (NAME) complete?*"

133. This question applies to everyone who has ever been to school i.e. to those who have left school as well as to those who are still attending school

134. Write the appropriate code of the highest level or grade the person has completed using the code list.

135. For persons who have ever been to school, but did not complete Primary 1, use code '10'. Do NOT use this code for persons who have never been to school.

### **Economic Activity**

136. Is defined as work, which involves the production of goods and services for sale or exchange and production of certain products for own consumption. Non paid Household chores such as preparing food, house cleaning, care of children or collecting fire wood for own consumption are considered as non economic activities. Also community and volunteer services and prostitution are classified as non-economic activities.

137. According to the above definition, economic activity covers production of goods and services intended for market, all government activities, production and processing of primary products (crop farming, animal rearing, fishing, forestry and logging activities; and mining and quarrying) for own consumption, processing of primary products and production of other commodities where part of it is sold on the market. In addition, they include own account construction, fixed asset production.

### **Activity Status**

138. Personal activity status is defined in relation to the person's position at his/her place of work and his/her mode of remuneration i.e. self employed, Paid employee, Unpaid family worker, Student, pensioner, etc.

139. **Main activity** Refers to the most important economic activity the respondent was engaged in terms of time spent during the last seven (7) days preceding the Census night.

140. **Self-Employed:** It comprises of employers and own account workers.

1. **Employer:** This is a person who operates his or her own economic enterprise or engages independently in an economic activity, and hires one or more employees. For example, a person who owns a shop and hires a person whom he/she pays a salary is considered an employer.
  2. **Own account worker:** is a person who operates his/her own economic enterprise without employing other people as helpers. For example, a person who makes bricks and does not employ any helper is considered an own account worker, not an employer.
141. **Unpaid Family workers:** Refers to those members of the Household who work in an enterprise operated by the Household without pay or profit.
  142. **Paid Employee:** This is a person who performs work for a public or private employer and receives remuneration in wage or salary, commission and piece rates in cash or in kind.
  143. Some examples of paid employees are a primary teacher who works in a school for a wage/salary is a paid employee; a person who makes bricks from materials owned by others, and who is paid a salary or wage for work is a paid employee; a person who works in a shop belonging to a Household for a salary is a paid employee.
  144. All persons who will be temporary absent from work because they are on holiday, sick leave, maternity leave, annual leave and for some other reasons but continue to receive wage or salary, will be recorded as paid employees code '10'. For example: A teacher on holiday, he/she may not have taught during the last 7 days before the census night but continued to receive his/her salary. Such person is considered as a paid employee.
  145. Also all persons who were engaged in temporary activity while on holiday, leave or some other reason but have a permanent job to return to, his/her usual activity will be recorded not the temporary activity. For example, a secondary school teacher who is on holiday and is currently employed as a census enumerator or Supervisor, his /her usual activity status (Paid employee) and occupation (Secondary teacher) is the one to be recorded.
  146. **Looking for Work:** These include persons without work i.e. were not in paid employment or self employed and had taken specific steps in a specified recent period to seek paid employment or self-employment. The specific steps include registration at a public or private employment exchange, application to employers, checking at work sites, farms, factory gates, market or other assembly places, placing or answering newspaper advertisements, seeking assistance from friends or relatives, looking for land, building, machinery or equipment to establish own enterprise, arranging for financial resources, applying for permits and licenses, etc.
  147. **Full time Student:** A person who attends a regular formal educational institution, public or private, and does so on a full time basis is called a full time student. Part-time students in formal institutions but also working elsewhere should be regarded as Working.
  148. **Household Worker:** A person of either sex involved in housework and is not paid for the chores he/she performs is called a Household worker.

### Industry

149. Refers to the type of economic activity carried out by the enterprise where a person is

working. For example, a school nurse is considered to be in the education sector, while an accountant in a soap factory is in the manufacturing sector. Subsistence farmers are considered to be in the agricultural sector.

150. Manufacturing is defined here as the physical or chemical transformation of materials or components into new products, whether the work is performed by power-driven machines or by hand, whether it is done in a factory or in the worker's home, and whether the products is sold at wholesale or retail.
151. Some common manufacturing activities include making pancakes, making chapatti, grinding groundnuts, slaughtering animals, coffee processing, maize milling, making curry powder, brewing local beer, distilling local waragi, making furniture, etc.

### Occupation

152. Occupation refers to the actual work that an individual does at the place of work. This is irrespective of what the organization actually produces. The information on occupation will be coded in the office. You are thus required to give brief but precise descriptions of the actual occupations, in order for the head office to be able to assign appropriate codes.
153. A description such as "farmer" or "Crop Farmer" is not sufficient. To get the appropriate code we need a description such as "Subsistence crop farmer". Additional examples
  - i. Do NOT report "Teacher" only but include the level "Primary School Teacher", "Secondary School Teacher", "University Lecturer"
  - ii. Do NOT report "farmer" but the type of farmer, such as "Subsistence Crop Farmer", "Subsistence Animal Farmer", "Commercial Crop Farmer", "Commercial Animal Farmer", "Commercial Fish Monger"
  - iii. Do NOT report Trader but the type of trader, such as "Retail Trader Of Food Items", "Wholesalers, Importers".
  - iv. One of the common occupations is a retailer who sells a wide variety of products such as foodstuffs, pharmaceuticals, stationery items, soap, cigarettes, and other products. Report the occupation description for these as "Retail trader in General Merchandise"

### How to fill in Questions 18 - 20

154. Questions P18, P19 and P20 are meant **FOR ALL PERSONS AGED 5 YEARS AND ABOVE**. Look back at the age you have entered for each person. For those aged 0 to 4 years write "N/A" for question P18, leave the rest of the columns blank and continue to the next person.
155. Ask the questions as they are set out on the questionnaire and talk to each member of the Household and code after understanding what he/she did during the last 7 days prior to the Census Night.

#### Question P18: Activity Status in the last 7 days

*Ask, "What was (NAME's) main activity during the last 7 days"*

156. This question should be asked to all Household members aged 5 years and above. Write the appropriate code using the code list. Make sure that you understand the activity status of the Household member as explained above before coding.
157. We are interested in someone having worked for a minimum of 1 hour per day on average.

158. For those members of the Household with more than one economic activity, seek the main

economic activity in terms of time spent.

159. Many of these peasant farmers engage in more than one activity but in describing their work you should pick the main activity i.e. where he/she spent most of the time during the last 7 days.
160. If the person combines paid employment with unpaid work you should record the paid job rather than the unpaid job - for example, if the person is a bus driver who earns a salary, and worked as well in his garden to grow food, we are interested in the paid job. If the person is a Household worker but performed some economic activity (say sold fruit), such a person should be classified in category of selling fruits, codes 10 - 12.
161. A person may not have worked last week because he or she was temporarily absent from work. In such cases ask about the person's usual occupation. A primary teacher on holiday, but continues to receive a wage or salary, you should record his /her occupation, but if he/she does not continue to receive wage/or salary his /her occupation or she/ he intends not to go back, you should not record the occupation. Probe further to find out what he/ she is doing.
162. **Note:** Questions P19 and P20 are applicable to Household members with codes 10-12 only in Question P18, i.e. paid employees, self-employed and unpaid family workers. For other codes in Question P18 (codes 13-19), write 'N/A' in Question P18 and skip to Question P21.

**Question P19: Industry.**

Ask, *"What is the main economic activity in the place where (NAME) works?"*

163. Industry classification is a way to identify and classify economic activities. Seek the respondent's Industry (Kind of activity carried out by the person's place of work) and code using the code list.

**Question P20: Occupation**

*"What kind of work did (NAME) do in the last 7 days?"*

164. Please describe the occupation in as much detail as possible (in not less than two words). Record the respondent's answer, keeping in mind what is required for proper coding. If the answer is not sufficiently detailed, probe further.
165. Questions P21 and P22 are meant **FOR ALL PERSONS AGED 10 YEARS AND ABOVE**. Look back at the age you have entered for each person. For those aged 0 to 9 years write "N/A" for Question P21, leave the rest of the column blank and continue to the next person.

**Question P21: Literacy**

Ask, *"Can this person read and write a simple sentence in any language?"*

166. Write 1 for "Yes" or 2 for "No".

167. This question is about **both** reading with understanding **and** writing meaningfully in any language. If a person can read but cannot write, write 2 for "No".

**Question P22: Marital Status**

Ask, *"What is (NAME's) marital status?"*

168. For persons who have never been married, including children, write code 1 for "Never Married".
169. People living together as man and wife should be shown as married whether or not they have been through any civil or religious ceremonies. Accept the answer as it is given to you.

### **Child Birth History**

170. Questions P23 to P30, apply to **All Women Aged 12 – 54 Years**.

171. An answer is required of all women in this age category irrespective of whether or not they are married, whether or not they are still attending school, and whether or not they may have produced children.
172. If the person is male or is a girl aged 0-11 years, or a woman aged 55 years or more write "N/A" for Question P23 and leave the rest of the column blank.
173. We are concerned with the number of children a woman has borne alive. A child born alive is one who cries after being born, breathes or shows any evidence of life such as beating of the heart, pulsation of the umbilical cord or definite movement of voluntary muscles. Do not include stillbirths - that is children who are delivered when they were already dead.
174. Remember to use a two-digit code for all the questions in this section except P28 and P29 which require a one-digit code.
175. It is important that you speak to the woman herself. Some women may not be willing to give information about the exact numbers of children they have produced, if they know that some of them do not belong to their current husband and they are living somewhere else. The female herself will know about the children she has borne and will be able to answer the question more accurately than anyone else.
176. Ask questions P23 – P26 separately for male and female children.

### **Question P23: Children Ever Born**

Ask, "*How many children has (NAME) borne alive?*"

177. Record the number of children in question 23. For example if she has given birth to 4 children (a boy and 3 girls), write 01 in the male's part and 03 in the female's part of column. If the woman has never borne any children alive, write "00" in both parts of the column but continue to ask the other questions in this section.
178. Remember to include children who have grown up and left home, children born by the woman to other men as well as her present husband, her children who are living away from home and children who have died even if they died shortly after birth. Be careful to include young babies but exclude stillbirths. Do not include adopted children or step children or children who live with the Household but were not borne by the woman herself.

179. Do not record the answer "none" before probing to be sure that she has never given birth at all.

**Question P24: Children Living in the Household**

Ask, *"How many are living in this Household?"*

180. Write the number of children living with her in the Household for this question. Use the same format as used in Question P23.

**Question P25: Children Living Elsewhere**

Ask, *"How many are alive but living elsewhere?"*

181. Write the number of children living elsewhere. Use the same format as used in Question P23.

**Question P26: Children Dead**

Ask, *"How many are dead?"*

182. Write the number of dead children. In case none of her children has died, write code "00"

183. Remember to include those children who died immediately after being born. Always try to be very careful when collecting such information. Use the same format as used in Question P23.

184. Be sympathetic to her but remind her that the information is useful

185. Check questions P23 to P26 for consistency.  $P23 = P24 + P25 + P26$ . This is true for either sex. If this equation does not balance, probe to ensure that it balances before you proceed to the next question.

**Question P27: When was the Last Child Borne**

Ask, *"When did (NAME) bear her last child?"*

186. Ask the respondent for the date of birth for the last borne child. Remember to use a two-digit code for the month and for the year. For example, if the child was born on 21<sup>st</sup> February 1972 record '02' for month and '72' for the year.

187. Remember to ask this question to only those women who reported having children. If the woman has never given birth to a child, write "N/A" for Question P27 and leave the rest of the column blank.

**Question P28: Sex of last borne Child**

Ask, *"What was the sex of the last child?"*

188. Record 1 for male and 2 for female for the sex of last borne Child

**Question P29: Whether Last Borne Child is still Alive**

Ask, *"Is the last child still alive?"*

189. Write 1 for "Yes" or 2 for "No", as appropriate.

**Question P30: Age at Death of last born Child**

If dead ask, "*What was the age at death?*"

190. If the last-born child of the woman is not alive, ask for the age at death in months of the child. Record the age in months using a two-digit code. For Instance if the child passed away when he or she was aged 4 months, record 04.

191. If the age at death is more than 59 months, record 60.

**Checking and Verification**

192. At this stage, you have completed particulars of persons in the Household. Now check the following:

- i. that you have not left out anybody in the Household,
- ii. that no row has been left blank if it should have been completed,
- iii. that the information you have recorded agrees item by item.

193. When you are satisfied that the particulars of all persons are correctly recorded, turn over the page and complete the remaining sections of the questionnaire starting with Section 2.

194. If you have used two or more pages for particulars of persons because there were more than ten persons in the Household on census night, write 'CONTINUED' in the top-right corner of the questionnaire. Then draw a diagonal line across the Household particulars on all the pages except the last. Record the Housing information and Agricultural Module on the last page used for that Household.

195. If you are enumerating persons in institutions or in the floating population, leave these sections blank.

## **PART 5: HOUSEHOLD CHARACTERISTICS**

196. The Household and housing sections refer to the Household as a whole. We are concerned with the way in which a Household lives and is provided for. You are expected to circle the MOST appropriate code as given by the respondent. Remember that for all questions, you are expected to circle ONLY one response for each question.

### **HOUSING CONDITIONS**

197. A housing unit is intended for habitation by one Household. A housing unit may be a detached house, a flat, a hut, a room in labour lines, or other place intended to be lived in by one Household. A housing unit, although intended to be inhabited by one Household, may in fact house two or more Households. For example, a house or flat may be shared by two or three Households. Another example, where two Households occupying the main house and another occupying the garage, in which case there are three Households in one housing unit.

198. A dwelling unit is the unit actually occupied by the Household.

199. Most of the questions on housing conditions can be answered by observation. However, in case of doubt, please ask the respondent. The response should refer to the characteristics of the biggest part of the dwelling unit.

#### **Question H1 : Occupancy Tenure of Dwelling Unit**

Ask, *"Does this Household own this living quarters?"*

200. This question is concerned with the arrangements by which a Household occupies its dwelling or living quarters.

201. Circle the code which most appropriately describes the arrangements under which the Household occupies its dwelling. If the Household owns the dwelling, circle code 1 for "Owner occupied".

202. If the Household members neither own the dwelling nor pay rent of any kind but occupy the dwelling free of charge because it belongs to government, circle "2" for Free – public. Please probe to be sure that the Household does not pay rent whether directly or indirectly (deducted by the employer). Public housing is owned by the Central Government, Local Governments or Parastatal Organisations. All other housing is private

203. If the employer is not public e.g. a private company or private school and pays fully for the house, then circle "3" for Free-private.

204. Households occupying public housing may pay nominal rents. For these, circle 4 for "subsidised - public".

205. If Households occupying private housing pay similar nominal rents, circle 5 for "Subsidised - private".

206. If the Household members pay full rent, write circle 6 for "Rented – Public".

207. Where a Corporation, private company fully rents the dwelling circle 7 for "Rented – Private".

208. If no code is appropriate, circle code '8' and describe the arrangements as best you can.



**Question H2: Type of Dwelling Unit**

Ask, *"What kind of dwelling unit does this Household occupy?"* Circle the most appropriate code.

209. If the Household occupies the whole or a greater part of the housing unit, circle 1 for "main". If the Household occupies a room or rooms of the housing unit, but not the greater part of it, circle 2 for "Room or Rooms of the main house".
210. The Household may occupy accommodation, which is not intended for habitation - for example, a store, basement or go-down. In such cases, circle 3 for store, basement or godown.
211. Circle 4 if the Household is living in a garage.
212. Circle 5 if the Household is living in a servants quarter.
213. If none is appropriate, circle code 6 and describe the dwelling unit.

**Question H3: Number of Rooms used for Sleeping in the Dwelling Unit**

Ask, *"How many rooms used for sleeping does this Household have (for its exclusive use)?"*

214. A room is enclosed by walls or partitions and is used for living. A sitting room or kitchen if also used for sleeping is also considered as a room. However, do not include corridors, balconies, verandas, stores, or bathrooms.
215. A Household may have some rooms for its exclusive use but share others - for example, a kitchen. Do not count shared rooms.
216. Circle the appropriate code in the box provided. If a Household has six or more rooms, circle code '6'.

**Questions H4 – H6: Type of Material used for Construction of the Roofing, Wall and Floor**

217. These refer to the major material used for the construction of the dwelling. If more than one material was used, circle the main one.
218. These materials are usually self-explanatory. However, some explanations are given below:
- i. Bricks: These are bricks molded from earth or clay. They may or may not be burnt, and may or may not be stabilised with another material such as lime.
  - ii. Cement Blocks: These are blocks made out of a mixture of cement and sand.

**Question H7: Type of Housing Unit**

219. Observe the type of housing unit this Household occupies, and Circle the appropriate code
220. If the housing unit is not one of those listed, circle code '5' and describe it as appropriate - for example "uniport".

**Question H8: Land Tenure of Plot**

Ask, *"What is the Land Tenure of this plot?"*

221. For purposes of the census, Land Tenure is the arrangement under which a plot of land on which a dwelling unit stands.
222. This question should be asked to **only those Households living in owner occupied buildings**. For persons in other types of residence tenure, leave this question blank.

223. The following are brief descriptions of the different land tenure systems operated in Uganda:

- **Customary land:** This is the type of land tenure system where land is passed from generations to generations. The land is owned under prevailing customs, traditions or tribal laws of the specific community. It provides for the communal ownership and use of land characterised by local customary regulation. This land is owned in perpetuity (for ever or for a long time).
- **Freehold tenure:** This involves the holding of a registered land for ever or for a less period. The system enables the holder to exercise, subject to the law the powers of ownership of land including but not necessarily limited to:
  - i. Using and developing land for lawful purpose;
  - ii. Taking and using the land and any produce from it;
  - iii. Entering into transaction in connection with the land;
  - iv. Disposing of the land to any person by will.
  - v. For avoidance of doubt, a freehold title may be procured by the owners of land here.
- **Mailo land tenure System:** This involves the holding of registered land in perpetuity. It allows the separation of ownership of land from the developments on land made by a lawful or bonafide occupant.
- **Leasehold:** Under leasehold land tenure system, land is owned on contract for a specified period of time. The tenant (lessee) gets powers from the landlord (leassor) to have exclusive powers of owning land within the specified time limit. The land is usually but not necessarily owned in return for a rent, which may be a capital sum known as premium or both rent and a premium but may be in return for services or may be free of any required return.

**Question H9: Distance to the nearest Health facility**

*Ask, What is the distance between this Household and the nearest Health facility?*

224. A health facility refers to any health facility offering regular outpatient services. It includes those owned by government as well as private non-profit organizations such as religious organisations.

225. Circle the code for the answer given.

**Question H10: Distance to the nearest School**

*Ask, What is the distance between this Household and the nearest school?*

226. By School, we mean any school of any grade whether it is private, religious or government and offering primary education. It excludes Nursery Schools and Kindergartens.

227. Circle the code for answer given.

**Question H11: Distance to the nearest Source of Water**

*Ask, What is the distance between this Household and the nearest water source?*

228. A water source should be a permanent source of water.

229. Circle the code for the answer given.

## **HOUSEHOLD CONDITIONS**

### **Questions H12: Fuel/Power for Cooking**

Ask, "*What type of fuel does this Household mainly use for Cooking?*"

230. Circle the code for the **MAJOR** form used by the Household for cooking.

231. Electricity includes hydro, thermo, solar electricity as well as that from a generator.

### **Questions H13: Fuel/Power for Lighting**

Ask, "*What type of fuel does this Household mainly use for Lighting?*"

232. Circle the code for the MAJOR form used by the Household for lighting.

233. In case of Pressure Lamps, record it under paraffin.

### **Question H14: Water**

Ask, "*What is the Household's main source of water for drinking?*"

234. Circle the code Household's main source of drinking water; the one on which the Household mainly relies. You should note that (for purposes of the census), tap water applies to water administered by the National Water and Sewerage Corporation as well as that managed by urban councils.

235. For the purposes of this census, any water that is not got from the above source though could be piped through a tap (such as Gravity Flow Scheme water) is NOT regarded as tap water and hence the interviewer will need to probe and find out the real main source of this water.

236. Gravity Flow Scheme water is where spring water at the top of a hill is piped and supplied to homes in the valley.

237. The Open water sources include wells, rivers, lakes, etc.

### **Questions H15: Toilet Facilities**

Ask, "*What type of toilet facilities does this Household mainly use?*"

238. Flush Toilet facilities are those where water must be used to flush the waste.

239. Uncovered Pit Latrines are those without shelter i.e. lacking either a wall or roof or both.

240. "Not shared" facilities are used by one Household only while "Shared" facilities are used by more than one Household. In case of pit latrine, even if you have different stances, provided its one pit, it is regarded as shared.

241. Circle the appropriate code for each question.

### **Questions H16: Solid Waste Disposal**

Ask, "*What is the most common method of solid waste disposal?*"

242. Solid waste includes all waste material generated as a result of the daily domestic activities. It excludes water and human excreta.

243. A "Skip Bin" refers to a container for garbage disposal placed centrally and used publicly usually managed by the urban authority.
244. Even if the Skip Bin was removed but the garbage is still thrown where it was, treat it as a Skip Bin.
245. Circle the appropriate code for each question.

**Questions H17: Bathroom**

Ask, *"What type of bathroom does this Household use?"*

246. A bathroom is a room constructed predominantly for bathing.
247. A "makeshift" bathroom is a temporary structure, usually constructed with temporary materials for walls, no door and at times with no roof.
248. Circle the appropriate code.

**Questions H18: Kitchen**

*What type of Kitchen does this Household use?*

249. A kitchen is a room inside the house or an out building used predominantly for cooking and related activities. If the Household cooks on a verandah or in the open or in a room used for other purposes as well, circle "none".
250. Circle the appropriate code.

**Question H19 – H20: Means of Transport and Communication**

Ask, *"Does this Household own any of the following means of transport or communication?"*

251. Here we are interested in whether any member of the Household owns the specified means of transport and communication. If the Household has access to the means, but no member actually owns it, record '2' for No.

**Question H21: Source of Information**

Ask, *"What is the Household's main source of information?"*

252. Here we are interested in the main source of information to the Household, not ownership of the medium. If the Household mainly uses a particular source of information, even if no member actually owns it, regard it as the main.
253. Record ONLY the main source to the Household.

**DOMESTIC ECONOMY**

**Question H22: Source of Livelihood for the Household?**

Ask, *"What is the main source of livelihood for the Household?"*

254. The main source of the Household's livelihood may be difficult to decide, for there may be many Household members, engaged in different activities and hence different sources of income. Very often, however, the answer will be clear from the information you have already recorded and from what you have heard in the course of the interview.

255. Circle the code of the main source of the Households livelihood. If it is not clear what the main source is, you will have to probe in order to decide on the one the members of the Household consider most important.

256. The following notes may help you:

1. Subsistence farming - includes traditional agriculture, livestock rearing or herding, fishing, hunting and gathering. They may sell some produce but do not produce mainly for sale.
2. Employment income - includes Households mainly relying on income earned by members who are employed or who receive pensions.
3. Business Enterprise - includes such activities as operating market stalls, kiosks, selling food items, trading in second hand goods, and hawking etc.
4. Cottage industry - includes those Households involved in small scale industries. These are usually Household based, backyard in nature and mainly informal.
5. Property income – this is income in the form of rent from any property e.g land, houses, etc.
6. Family support - includes Households relying mainly on remittances in cash or kind from relatives or others living elsewhere.
7. Others - If the Household relies mainly on some other source of livelihood - for example, charity, relief or begging - describe it and circle the code marked "other".

#### **Question H23: Household Items**

The questions refer to usual members of the Household only.

*(a) Ask, "Does every member of the Household use soap to bathe?"*

257. Soap includes both washing soap and toilet soap. Write the appropriate code.

*(b) Ask, "Did every member of the Household take sugar (at least once a day) during the last week?"*

258. This includes sugar that is added to a liquid but excludes natural sugar contained in fruits. Exclude persons who do not take sugar for health reasons. Write the appropriate code.

*(c) Ask, "Does every Child in the Household (all those under 18 years) have a blanket?"*

259. This excludes blankets, which are shared irrespective of the reasons.

260. If **every** child has a blanket, write '1' for Yes, otherwise write 2 for 'No'.

*(d) Ask, "Does every member in the Household have at least one pair of Shoes?"*

261. Shoes include covered and open shoes. However, Tyre sandals (*Lugabire*), slippers and other sandals meant for use inside the house are not classified as shoes.

262. Write the appropriate code.

*(e) Ask, "Does every member of the Household have at least two sets of clothing?"*

263. By clothing we mean clothing covering for the body decently, whether it is in one piece or not. Write the appropriate code.

## PART 6: THE AGRICULTURAL MODULE

264. The Census 2002 includes a Module on Agriculture. The main purpose of the Agricultural Module is to provide appropriate sampling frames for a detailed Census of Agriculture in 2003, and a Census of Livestock in 2004. Below are definitions of some of the terms/concepts that will be used to answer some of the questions IN THE module.

### Holding/Farm

265. The term agriculture is used in a very broad sense to cover all the agricultural activities for example: crops, livestock, poultry, and fish farming.

266. In Uganda, the term *holding* is often used interchangeably with *farm*. Similarly, the term *holder* is used to mean *farmer*. This Agricultural Module will maintain this usage of the terms mentioned.

267. Due to the type of agriculture practiced in this country with many pieces of land, which may be operated by a Household for agricultural purposes, the concept of a *holding*/farm is fairly complicated. An agricultural *holding* is defined below.

### Agricultural Holding

268. An agricultural holding is an economic unit of agricultural management comprising of all livestock kept and all land used wholly or partly for agricultural production purposes, without regard to title, legal form or size. A holding may consist of one or more parcels located in one or more separate areas provided the parcels share the same production means utilized by the holding such as labour, farm buildings, farm implements and machinery or drought animals. The requirements of sharing the same production means should be fulfilled to a great degree to justify the consideration of various parcels as components of one economic unit.

269. In trying to provide a definition for the term *holding*, another term namely *parcel* comes up and it is also defined below.

### Parcel

270. A parcel is a piece of land entirely surrounded by other land, water, road, forest etc not forming part of this holding. This definition implies that a parcel is part of a holding, which is physically separate from the main holding.

### Crop Plots:

271. A crop plot is defined as a piece of land within the holding on which a specific crop or crop mixture is cultivated. A parcel may be made up of one or more plots.

### Question A1: Holding/Farm:

Ask, "Does any member of this Household engage in any of the following: crop growing, livestock rearing, poultry keeping, fish farming?"

272. This question seeks information about all the land operated by this Household for agricultural purposes. Remember that no minimum size of land is provided. However, any agricultural activity (for example keeping of two indigenous chicken) requires some amount of land regardless of size.

273. Write '1' for Yes or '2' for No appropriately for **each of the four enterprises**. For each of the agricultural enterprises (i.e. crop growing, livestock rearing, poultry keeping and fish farming), be sure that none of the Household members is engaged in it before entering code 2.

274. If code 2 is entered for each of the four enterprises, the Household is regarded as not operating a holding and therefore the Enumerator should skip to Question D1.
275. On the other hand if code 1 is entered for any of the enterprises, the Enumerator should go to question A2.

**Question A2: Size of the holding:**

Ask 'What is the size of the holding?'

276. It is assumed that a substantial proportion of the respondents in Uganda have a fairly rough idea about the sizes of their holdings. However, what is not common is the unit of measurement. In some cases the respondents will be familiar with **Acres**, others with **Hectares** while others will be familiar with a local unit like **Stick (Mwiigo)**. Aware of this reality on the ground, the Census office has given provision for three units and below are their codes:

<u>Measurement unit:</u>	<u>Code</u>
Acre	1
Hectare	2
Stick ( <i>Mwiigo</i> )	3

277. The Enumerator will enter the appropriate code depending on the unit stated by the respondent. This will be followed by recording the actual size of the holding (i.e. Number of acres or Number of Hectares or the product of the length and width of the holding in Sticks (*Mwiigo*)).
- If the holding size is stated in acres or hectares, the enumerator will write the Unit Code and holding size in the respective boxes. For small holdings which are less than an acre, regard them as one acre and write '1' in both the boxes Unit Code and Size.
  - If the holding size is stated using the Stick (*Mwiigo*), the enumerator should record the product of the length and width of the holding. However, if the holding is constituted by more than one parcel, the enumerator should get the product of the width and length of each parcel, add them together and record the sum in the box for Size.
278. It should be noted that the sizes of holdings/farms will be extremely important in enabling better planning for future agricultural/ livestock censuses.
279. There may be cases whereby respondents may have no idea at all about the size of their holdings or an acre. In such cases it may be absolutely necessary to assist them by giving them an idea of an acre as a starting point.

**Units of Area Measurement**

280. An **acre** is a measure of the surface area of land. On the **ground it is approximately half a standard football field**.
281. A **hectare** is approximately 2.5 acres (or one and a half standard football fields).
282. In estimating the size of holding/farm, a respondent is expected to do the following:

**If and only if the holding is composed of one parcel:**

283. Using eye-estimation, the respondent should try and estimate the number of standard football fields (knowing that each standard football field is composed of approximately two acres), which can be got from the parcel (in this case holding).

*If on the other hand the holding is composed of more than one parcel:*

284. For each of the parcels, the respondent should try as much as possible to make a comparison between the parcel on which the interview will be taking place and the other parcel or each of the parcels.

285. From the comparison, the respondent should be in position to estimate roughly. It may be possible that the other parcel is a fraction e.g. a third, a half or a quarter etc. of the size of the parcel on which the interview will be taking place. Alternatively, the other parcel may be several times e.g. two, five, fifteen times etc. the size of the parcel on which the interview will be taking place. If this is done for each of the parcels, the respondent (possibly with the assistance of the Enumerator **in case it is absolutely necessary**) will obtain a sum of standard football fields, which constitute the holding.

286. The doubling of the sum of standard football fields, which constitute the holding, will provide its estimated size (in acres). As mentioned earlier, the interviewer will record the ***actual size in the units stated by the respondent without any attempt to convert from one unit to another.*** A exception to the rule is given below.

*If the respondent knows the size of the holding but in units other than Acres/Hectares/Mwiigo:*

287. There may be cases whereby the respondent may state the holding/farm size in square miles for example. It is the duty of the Enumerator to convert the square miles into acres. The conversion of square miles into acres is done by **multiplying the number of square miles by 640** (because there are 640 acres in a one square mile).

288. Great care should be taken to ensure that the area of the holding/farm is not restricted to mean area under crops. The holding area includes the area under: crops, pasture for livestock, planted forests, and area under fallow as well as area covered by fishponds.

#### **Question A3: Crops:**

Ask, *"Did any member of this Household grow any crops last season?"*

289. Find out if any member of this Household grew any crop(s) during the last season. Enter either 1 for "Yes" or 2 for "No" in the box. If the response is "No", proceed to Question A4. If on the other hand the response is "Yes", find out which crops were grown. And for each of the crops grown during the last season, enter the appropriate code as well as the number of plots either in pure or in mixed stand.

#### ***Column (1): Crop Code:***

290. For purposes of this Agricultural Module, only seventeen (17) main crops have been identified and are indicated in the code list. Having received a response from the respondent about the crops grown during the last season (January – June 2002), the Enumerator will check in the code list for the appropriate crop codes and enter them under column (1).

#### ***Column (2): Number of Plots under Pure Crop Stand:***

291. *A crop is said to have been grown in pure stand if it was grown alone in a plot.* For each of the crops grown by the members of the Household, find out the number of plots on which a given crop was grown in pure stand and record appropriately.

292. If the crop was not grown in pure stand but was grown in mixed stand, then fill a dash (-) in the space under this column.



### ***Column (3): Number of Crop Plots in Mixed Stand***

293. A crop is said to have been grown in mixed stand if there were more than one crop grown in a plot. For each of the crops grown, after obtaining the number of plots in pure stand, find out from the respondent if the crop was grown in mixed stand and if so, record the number of plots appropriately. Only plots of the dominant crop and **not** of the less dominant crop will be recorded.
294. A crop plot to be considered and recorded as of mixed crop stand, it should **either** be predominant in terms of its plant density **or** be the one considered as most important by the respondent. If there was no plot grown in mixed stand, record a dash (-).

### **Question A4: Livestock:**

295. This question seeks information on different types of livestock regardless of Age. From question A1, the Enumerator will have established whether the Household rears livestock or not. If the response was affirmative, then the Enumerator will proceed with getting responses from the respondent.
296. Some few definitions particularly on cattle are deemed necessary and are provided below for purposes of achieving further clarity.
297. Exotic cattle: this refers to the cattle breeds introduced in the country from abroad e.g. Holstein Friesians, Jersey and Guernsey.
298. Cross breed cattle: these are cattle, which are crosses of exotic and indigenous breeds.
299. Indigenous cattle: these are cattle of the local types like the Ankole long horned cattle and African Zebu e.g. Karamoja short horned cattle.

### ***Column (5): Livestock Code:***

300. The Enumerator will establish the livestock types reared. For each type, and enter appropriate codes. Livestock codes are provided in the Code List.

### ***Column (6): Number of Livestock by Type***

301. For each type of livestock reared on the holding, a number will be obtained from the respondent and recorded in the appropriate space. The livestock numbers will be as of the day of enumeration, **regardless of ownership**. Livestock temporarily absent for a day grazing away from the holding should be included.

### **Question A5: Poultry :**

302. This question seeks information on different types of poultry. From question A1, the Enumerator will have established whether the Household keeps poultry or not. If the response was affirmative, then responses will be obtained from the respondent.
303. The term poultry refers to rearing of domestic birds commonly kept by farmers for agricultural purposes.
304. For purposes of the Agricultural Module, the domestic birds to be covered will include: exotic chicken, local chicken, ducks, turkeys, guinea fowls and geese. A few definitions, which are deemed necessary, are given below:
1. Exotic chicken: this refers to chicken breeds introduced in the country from abroad e.g. White Leg Horn.
  2. Cross breed chicken: this refers to chicken, which are crosses between exotic chicken and local chicken.
  3. Local chicken: this refers to chicken breeds of the local type.

305. Due to the complexity of differentiating exotic chicken from cross breed chicken, both types will be described as 'exotic/cross' chicken.

***Column (7): Poultry Code:***

306. Codes for each type of poultry are provided in the Code List. Having established the types of poultry kept by the Household, the Enumerator will enter the appropriate codes.

***Column (8): Number of Poultry by type***

307. For each type of poultry, the respondent should state the average number of birds reared per month in the last three months. An average is resorted to and not the number of enumeration day, because poultry can be very vulnerable to some diseases or sold enmass when mature. If not taken care of, this vulnerability potential may give a wrong impression that there were no poultry in a given locality. The Enumerator will enter the average in the space.

**Question A6: Fish Farming:**

308. From question A1, it will have been known whether the Household is engaged in fish farming or not.

309. Fish farming is an economic activity in which farmers construct fishponds usually on their holdings and introduce young fish (fish fry). Fish fry is commonly obtained from fish breeders like, the Fisheries Research Institute (FIRI) of the National Agricultural Research Organization (NARO). This agricultural enterprise is an extremely important economic activity especially in areas without fresh water bodies like lakes and rivers.

310. There are two types of fishponds namely those, which are stocked (i.e. with fish), and the ones which are not stocked (i.e. without fish).

311. The status of a fishpond being stocked or un-stocked will be as of the day of enumeration.

***Column (9): Number of Fishponds stocked with only Tilapia:***

312. The Interviewer should obtain from the respondent, number of fishponds which are stocked with only Tilapia and record appropriately.

***Column (10): Number of Fishponds stocked with only MirrorCap:***

313. The Interviewer should obtain from the respondent, number of fishponds which are stocked with only Mirror Cap and record appropriately.

***Column (11): Number of Fishponds stocked with only Clarias:***

314. The Interviewer should find out from the respondent the number of fishponds which are stocked with only Clarias and record it.

***Column (12): Number of Fishponds stocked with mixed species:***

315. After establishing that there are fishponds which are stocked with more than one type of species e.g Tilapia and Clarias, the number of such fishponds shall be recorded.

***Column (13): Number of un-stocked Fishponds:***

316. The Enumerator should obtain the number of stocked or/and un-stocked fishponds from the respondent, and record it.

**General remarks on livestock / poultry**

317. Numbers for both livestock and poultry (regardless of age) should be provided by the respondents
318. The Enumerator should note that quite a number of respondents are suspicious about revealing the exact numbers of each type. More often than not, the tendency is to understate the number. The reason behind this is that respondents usually tend to think that numbers of livestock will be used as a basis for assessing them for tax payment.
319. In view of this, you are therefore requested to explain briefly and clearly to the respondents that data will be used as a basis of making development plans aimed at emancipating the local communities from poverty. The Enumerator should hasten to add that data will be kept strictly confidential and that only totals for administrative areas will be computed.

## **PART 7: DEATHS IN THE HOUSEHOLD**

320. Questions D1 to D4 are asking about deaths of a usual member of this Household, which took place in the 12 months prior to the Census Night i.e. those that occurred after 12<sup>th</sup> September 2001. This is irrespective of whether the person died in that Household, in another Household or in a health institution. Include children who died when they were very young but exclude stillbirths.

### **Question D1: Did a Death Occur in the Household in the Last 12 Months?**

321. Record '1' if the answer is Yes, or '2' if the answer is No.

322. It is important that you know that the question you are asking the person is very sensitive. You should know how to handle the person who has lost someone by sympathising with him or her and at the same time informing him that the information you are collecting is necessary for the census.

323. You should note that normally babies who die just after being born are usually forgotten, or not talked about at all.

### **Question D2: Name of Deceased**

324. Ask and Record the names of the deceased persons in the space provided.

325. Where a death has occurred, record the name of the deceased person. In cases where babies die before they are given a name, record as baby boy or baby girl. You should bear in mind about the reference period that it is the last 12 months prior to the census date.

### **Question D3: Sex of Deceased**

326. Ask and Record the code for the sex of the deceased person.

327. Record '1' for Male and '2' for Female

### **Question D4: Age at Death**

328. Ask the respondent for the age of the deceased person before he/she died. Use a 2 digit code for recording age of the deceased person e.g. suppose a baby died before it was age 1, record age 00, and one who died at 9<sup>1</sup>/<sub>2</sub> years, record 09 years.

329. If you find that things have gone wrong or there are mistakes or omissions put them right. The record must be complete and accurate before you leave the Household.

## PART 8: MICRO AND SMALL SCALE ENTERPRISE MODULE

330. The MSE Sector is second only to agriculture in overall economic importance in Uganda and is the most dynamic sector in the economy. However, there is no information on the overall universe of micro and small enterprises. Therefore, a module on MSE is included in the 2002 Population Census. This will collect data on business enterprises operated by members of the Household.

331. Below are definitions of some of the terms that will be used to answer these questions.

### Business Enterprise

332. A business enterprise is an economic activity that is operated with a view toward making a profit. For this module, we want information on only non-agricultural business enterprises. Do not include crop farming, poultry and livestock operations, and other agricultural activities. They should be accounted for in the Agricultural module.

### Owner / Operator of a Business

333. An owner/operator is the person who owns, leases, or rents the enterprise, and makes the business decisions. He/she is responsible for all aspects of the business enterprise. **An owner/operator works for a profit, not a wage or salary.** Do NOT mistake employed persons for owner/operators. Some examples of owner/operators are:

334. A taxi driver (or other vehicle driver) who owns a vehicle, pays for all expenses such as fuel and maintenance, and keeps the profits is an owner/operator. He/she may have employees or work alone.

335. A taxi driver who is working for the owner of the taxi, is paid a salary or wage, and returns the profit to the taxi owner, IS NOT an owner/operator. He/she may also purchase the fuel and pay for maintenance from the proceeds but is still considered an employee, not an owner/operator.

336. A person who makes clay pottery from materials that he/she has purchased on his/her own account, and keeps the income from sales is an owner/operator. The equipment he/she works with may be owned, leased, or rented and there may be employees or not.

337. A person who makes clay pottery from materials owned by others, and who is paid a salary or wage for the work is an employee, not an owner/operator.

338. A keeper of a small shop who buys and sells on his/her own account, keeps the profits, and makes the business decisions is an owner/operator. There may be employees, family help, or the shopkeeper may work alone.

339. A person who works in a shop for a salary or as unpaid family help is considered an employee, not an owner/operator.

340. Do you see the differences between an owner/operator and an employee? An owner/operator does not get a salary; he/she is dependent on the profit of the business enterprise. An owner/operator generally buys and sells on his/her own account, even though others may sometimes make those purchases on his/her behalf (the taxi driver example). An owner/operator makes the major business decisions although some decisions can be delegated to others.

### Activity Description

341. The Industry classification will be used to identify and classify economic activities into similar categories. The classification system in use for the census is the International Standard Industrial Classification of all Economic Activities (ISIC), Revision 3.
342. The MSE processing will assign detailed economic activity codes. This will require detailed descriptions in order to assign correct codes.
343. For example, a description of "Trade" is not sufficient. We need to know a lot more information. A description of "Retail Trade" is better, but not much. To get a better code we still need to know the product or products that are being sold at retail. A description of "Retail Trade in foodstuffs" is much better. That can be coded at the most detailed level.
344. You will not be entering the codes, so you don't need to bother learning the coding system. However, you do need to know that **it is very important to report the most detailed description possible**. Additional examples follow:
- i. Do NOT report "Trade" but the type of trade, such as "Retail trade of foodstuffs" or "Retail trade of meat" or "Retail trade of men's clothing"
  - ii. Do NOT report "Manufacturing" but the type of manufacturing, such as "Manufacture of baskets" or "Manufacture of doors and windows" or "Manufacture of clay roof tiles"
  - iii. Do NOT report "Transportation" but the type of transportation, such as "Boda-boda transport" or "Taxi (Matatu) transport"
  - iv. Do NOT report "Repair" but the type of repair, such as "Motorcycle repair", or "Radio and television repair", or "Repair of small appliances"
  - v. Do NOT report "Bicycles" but what is done with bicycles, such as "Bicycle repair" or "Sale of bicycle parts" or "Sale of bicycles"
345. One very important economic activity that you will frequently encounter is a retail trader that sells a wide variety of products such as foodstuffs, pharmaceuticals, stationery items, soaps, cigarettes, and other products. Report the Activity Descriptions for these as "Retail Trade of General Merchandise".
346. Another economic activity that you may encounter is a "General Repairer". He is a person who does not specialize in any one type of repair but repairs a large variety of items and products. Report these activity descriptions as "General Repairer". Remember, however, that if an enterprise specializes in a particular type of repair, you must use the specialized description.

### Persons Engaged

347. This refers to all persons working in the enterprise whether paid or unpaid, or working full or part-time. It includes:
- i. Working proprietors and partners
  - ii. Paid permanent employees
  - iii. Paid casual (temporary) employees
  - iv. Paid or unpaid apprentices and helpers
  - v. Unpaid family workers

## Business Premises

348. The term “premises” refers to the environment of the enterprise. It tells a lot about the condition and level of organization of the business enterprise. The categories on the questionnaire are:

1. Inside structure

Structure with walls and roof

The structure must have walls (usually four), a roof, and a door and must not be easily moveable. The walls and roof may be of any material. A kiosk is in this category.

2. Inside Household

i. If the business enterprise is located either inside the Household structure or on the Household grounds with no structure or a temporary structure, it should be reported in this category. Stalls at the home belong to this category.

ii. If the enterprise is on the Household grounds, but in a separate structure with four walls and a roof that has a separate entrance for customers and workers, it should be reported as Category 1 above, “Structure with walls and roof”.

3. Permanent Daily Market:

Report in this category if the enterprise is located in a permanently assigned stall/shop in a permanent daily market.

4. No Structure

i. Roadside vendors

This category applies to persons who are located at or near the roadside with no structure or just a shelter/shade. They typically work from the same location and do not move from place to place.

ii. Traditional/periodic market

This category applies to persons who conduct their enterprises at traditional or periodic markets with no permanently assigned stall or space. They may also travel to various periodic markets on a rotating basis.

iii. Hawker

We all know what a hawker is and how they do business. A hawker carries his merchandise with him and travels from place to place.

5. Other (Specify)

If the other categories do not seem to fit, enter code “7” and briefly describe the type of premises. Some enterprises do not require a structure to operate. These include sand quarrying, *boda-boda*, etc

## **How to Fill in the Small and Micro Enterprises Module**

349. The most knowledgeable person about an enterprise is the owner/operator. Try as much as possible to obtain the MSE information from this person.

### **Identification Particulars**

350. Enter the District, County, Subcounty, Parish, EA, and LC1 name and codes on the MSE module cover and at the top of each page of the MSE booklet. These codes are very important so accuracy should be observed here. You would have already obtained the names for these administrative areas from the Household questionnaire.

351. Use a separate line for each enterprise found in a Household. Remember that there may be more than one enterprise in a Household. In such cases, use as many lines as the enterprises.

### **Column 1: Household Number**

352. Enter in Column (1), the Household Number from the top right hand corner of the Population questionnaire.

### **Column 2: Person Number**

353. Ask the respondent: *"Does any member of the Household operate a non-agricultural business enterprise?"*

354. Do not include persons who are working and receiving a salary or wage, unless they also operate a separate enterprise."

355. If the answer is No, Enter 'None' in Column 3, the Activity Description column.

356. If the answer is "Yes", identify the Household member who owns or operates the enterprise and enter his/her Person Number from the Household questionnaire and copy the number to Column 2 (Person No.) on the MSE questionnaire.

357. If an enterprise is jointly owned by two or more Household members, record the Person Number of the most senior partner (with largest share of capital or responsibility) in column 2.

358. Record all the enterprises owned/operated by an individual before starting to record those by another member of the Household.

### **Column 3: Activity Description**

359. Ask the respondent to *"Describe in as much detail as possible the activity that the enterprise does."*

360. Record the respondent's answer, keeping in mind what is required for proper coding as discussed above. If the answer is not sufficiently detailed, probe further. Be sure to include the type of products or services the enterprise is concerned with. If the description is too large for the box, you may use the next line as well. If you use a second line for the description, you must leave the Household No and Person No on the second line blank.

### **Activity Code**

361. This column is for office use only. **Do not fill in anything.**



**Columns 5 & 6: Number of Owners/Partners**

Ask, *"Does (Name) have any partners in this enterprise?"*

362. If the answer is "No", record a "1" in the proper sex column.

363. If the answer is "Yes", ask: *"How many partners does (Name) have in this enterprise and what is their sex?"*

364. Record the numbers in the proper sex column.

**Columns 7 & 8: Number of Persons Engaged**

Ask, *"Including (Name), how many persons work in the enterprise and what is their sex? Include all persons whether they are paid or not."*

365. Record the numbers in the proper sex column.

**Columns 9: Premises**

Ask: the respondent: *"What type of premises does house (Name's) enterprise?"*

366. Determine the type of premises from the respondent by probing using the category list on the questionnaire and showing the "Premises" pictures to the respondent.

367. Use the category list for clarification if the respondent cannot clearly indicate the type of premises from the photos.

**Additional Enterprises Within a Household**

368. Ask the respondent: *"Do any other persons in the Household operate non-agricultural business enterprises?"*

369. If the answer is "No", thank the respondent and carry out the 'Final Checking'.

370. If the answer is "Yes", ask all questions above for the newly identified enterprise.

371. Continue until all business enterprises are accounted for.

## **PART 9: CONCLUDING THE HOUSEHOLD INTERVIEW**

### **Final Checking before leaving the Household**

372. Check that you have completed the Household Questionnaire and MSE Questionnaire before leaving this Household,
373. Check the entries you have made to be sure they are complete and correct. If you find mistakes or omissions, ask further questions and correct the record. It must be complete and accurate before you leave the Household.
374. In particular you should check that,
- i. no eligible person has been missed,
  - ii. that the information you have written can easily be read,
  - iii. all lines have been filled in where they should be,
  - iv. the answers are correct.
375. When you are satisfied that all is in order, complete the summary information for the Household on the front cover. Do not write in the boxes marked "FOR HEAD OFFICE USE".
- i. The Household/Institution number is the one you have allocated to the Household.
  - ii. Enter the Household/institution number, the population type, number of males and females and the total population in the Household/institution.
  - iii. For the population type, you should record as below:
    1. HH for Household Population
    2. INS for Institutional, Floating and Homeless Population
376. Write the Household number (similar to the one allocated on the Household questionnaire) in chalk in some place on the door/wall where it will be seen easily. Tell the Household members not to rub it off for at least 2 months. It will be used by the Post – Enumeration Survey (PES) interviewers. If there are 2 of you in the LC 1, start the Household number (on the door) with your initial (e.g. WO) then a slash and the allocated number e.g. WO/101.

### **Filling the Cover Page**

377. When you complete a book of questionnaires, work out and enter the summary information required. This includes the following:
- i. Number of Households;
  - ii. Number of Institutions
  - iii. The Household population in the book broken down by sex i.e. males and females separately.
  - iv. The institutional homeless and floating population in the book broken down by sex i.e. males and females separately.
378. Write your name and date, and sign the book in the space provided for the enumerator's signature. Your signature is your certification that the information recorded is complete and correct.

### **Filling the EA Summary Sheet**

379. After you have completed the enumeration, transfer the summary information from the cover page of each book to the **EA Summary Sheet** provided to you. For each booklet you have used, record the following information:

- i. Book Number
- ii. LC 1 Code
- iii. LC 1 Name
- iv. Number of Households;
- v. Number of Institutions
- vi. Household population enumerated in the book broken down between males and females.
- vii. Institutional population enumerated in the book broken down between males and females.
- viii. The total population enumerated in the book broken down between males, females and total. This is obtained by adding the Household and institutional populations. Use the formula given on the EA Summary Sheet.

380. After you have entered the information for all books, sum up the information and record the totals in the bottom row labeled total.

381. Finally, write your name and sign in the space provided for the enumerator's signature. Your signature is your certificate that the information recorded is complete and correct.

## **PART 10: COMMUNITY QUESTIONNAIRE**

382. In addition to the information you will collect about the Households, some information will be collected from opinion leaders about the community (LC 1).
383. If your EA has more than one LC1, you should fill in as many questionnaires as the number of LC1s. On the other hand, if your EA is just a part of an LC 1, the supervisor will consult you as enumerators of the LC1 and decide on who will administer the Community Questionnaire. You may be called upon to do this.
384. The enumerator will convene a meeting of opinion leaders within the LC1. These should include at least two members of the LC1 executive committee. These will constitute the respondents to the community questionnaire. The members of the meeting should be constituted as follows:
- i. The LC1 Chairperson
  - ii. Secretary for Youth
  - iii. Secretary for women affairs
385. You should ensure that the responses given refer to the entire community (LC 1), and not a few families. For instance for a characteristic to be classified as very common, it must be happening in the majority of the families in the community.

### **Identification particulars**

386. Each questionnaire must be uniquely identified. Detailed instructions on how to fill in the identification particulars are given in Part 3 of the Enumerators' Instructions Manual.

### **Question C1: Cattle Rustling**

387. This refers to forceful, massive theft of cattle from many Households in a community. This excludes cases of cattle theft from a single Household.
388. If the LC1 was affected by such an activity, further inquire how many times (incursions) this stealing did take place during the last 12 months, and record that number. Otherwise write '98' for No.

### **Question C2: Rebel Activity**

389. These are illegal activities related to waging war against the government. The rebel activity may be actual fighting government troops or may be an attack on the civilian residents of the area. It is usually characterized by robbery of property, animals and food, and killing of some residents of the LC1.
390. If the LC1 was affected by such an activity, further inquire how many times (incursions) this rebel activity did take place during the past 12 months, and record that number. Otherwise write '98' for No.

### **Question C3: Internally Displaced Persons**

391. Internally displaced Persons (IDPs) are groups of families who were forced to leave their area of residence and come to this LC 1 due to some external factors such as war, natural calamities, etc. This does not include cases where a single family was forced to leave an area because of personal reasons. You should also exclude international refugees.

392. If the LC1 received IDPs, inquire for the reasons why they moved to that LC1 and write the code that best describes it. Otherwise write '98' for No.

**Question C4: Drought**

393. This is a condition of prolonged periods without rain.

394. If the LC1 experienced such a period in the last 12 months, write '1' for Yes. Otherwise write '2' for No.

**Question C5: Famine**

395. This is a condition of long periods characterized by lack of food in the community. It is usually a result of crop failure due to drought, too much rain (*el nino*) or a serious crop disease.

396. If the LC1 experienced famine in the past 12 months, write '1' for Yes. Otherwise write '2' for No.

**Question C6: Economic Activity**

397. Economic activity refers to the activity that people carry out to earn a livelihood. We are interested in the activity, which the majority of the Households depend on for a livelihood. Write the code that best describes that activity.

398. Note that we are interested in the major source of survival for the majority of the Households. It is not mere existence of an economic activity (such as cattle rearing or fishing) in the LC 1.

**Question C7: Produce Market**

399. A Produce Market is a physical place where agricultural produce (crops, animals and birds) produced by the families in the LC1 is sold on a regular basis. We are identifying two types for markets, one for crops and the other for animals and poultry.

400. If the LC1 has such a market, write '1' for Yes. Otherwise write '2' for No. If there exists a market in a neighbouring LC1, and is used by members of this LC1, regard it as not existent in this LC 1 and record '2' for No.

**Question C8: Crop Diseases**

401. These are diseases that affect a given crop and destroy output. They tend to be disastrous when they affect large areas.

402. If the LC1 experienced such a disease, inquire about the two most destructive diseases during the past 12 months, and write the codes that best describe them. If the community experienced only one disease, write the code that describes it in the upper part of the row, and write '1' for None in the lower part.

403. If the community experienced no disease at all, write '1' for None in both parts of the row.

**Question C9: Animal Diseases**

404. This is treated in a similar way Crop Disease except that it refers to animals.

#### **Question C10: Human Epidemic**

405. These are diseases that affect large numbers of human beings in a community, and if unchecked will lead to many deaths. Some of these diseases such as diarrhoea are common diseases, but they at times become intensive and they are classified as epidemics. We are concerned with such epidemics during the past 12 months.

406. The code for Question C10 is given. The procedure is the same as that for Question C8.

#### **Question C11: Micro-finance**

407. Micro-finance refers to services such as savings, loans, insurance, transfers and others that micro-enterprises need to run and expand their businesses. Formal institutions that deliver micro-finance services are often referred to as Micro-finance Institutions (MFIs). They include commercial banks, NGOs, private companies, building societies, and savings and credit cooperatives.

408. If the LC1 has any MFI, write '1' for Yes. Otherwise write '2' for No.

#### **Access to Micro-finance services**

409. Access to micro-finance services refers to the actual obtaining of micro-finance irrespective of the source. This may be from an MFI within the LC1 or outside.

410. If some members of the LC1 received any micro-finance during the last 12 months, write '1' for Yes. Otherwise write '2' for No.

#### **Question C12: Extension Services**

411. Currently, the government policy is to post agricultural extension workers to all sub-counties. These extension workers cover crop farming, animal husbandry and fisheries. This question aims at measuring how the community is benefiting from these services.

412. If the Community has been receiving the extension services write '1' for Yes. Otherwise write '2' for No.

#### **Question C13: Road Access**

413. This question aims at finding whether there is a motorable road running through or bordering the LC1. A motorable road is one, which can be used by motor vehicles. They exclude community roads and footpaths.

414. If there is such a road running or bordering through the LC1, find out whether it is an all-weather or seasonal road, and write the most appropriate code. Otherwise write '3' for None.

#### **Question C14: Gender Violence**

415. Gender violence is a broad topic. However, this questionnaire is addressing only 3 aspects namely Widow Inheritance, Rape and Defilement, and Child Abandonment and Mistreatment. Ask whether each of these behaviors is practiced in the community.

416. If the behavior is practiced, find out whether it is very common or not common, and record the appropriate code. Otherwise write '3' for Does not exist. Note that we are asking whether each of the three acts was practiced in the LC1 during the last 12 months.

## **PART 11: GUIDELINES ON MAP READING FOR ENUMERATORS AND SUPERVISORS**

### **Introduction**

417. After the training in how to fill the questionnaires, Enumerators and Supervisors will be assigned to a census Enumeration Area (EA) or Supervision Area, and you will be given a map of the area you have to cover. This map has to be returned together with the other materials. Before returning it you are requested to update the map if you find any errors on it. These notes are to guide you in the processes of using your map and updating it.

### **Enumeration and Supervisory Areas**

#### ***EAs and EA Maps***

418. An EA is the smallest area demarcated for purposes of census enumeration. An EA is an area to be covered by one Enumerator. Each EA will consist of either a complete LCI, part of an LCI, or more than one LCI in the same parish / ward. Also note that in some parts of the country the LCIs may be called by other names, e.g. cells, zones or villages.

419. The primary purpose of the EA map is to indicate the area (and its boundaries) that an Enumerator must cover during the enumeration. The map helps to guide the Enumerator so that he / she does not overlap into the next EA, and that there are no gaps (no man's land) between EAs. Furthermore, the map also helps the Enumerator to plan his enumeration route more efficiently, so that, as far as possible, enumeration is completed within the period set by the Census Office.

#### ***Supervisory Area Maps***

420. A Supervisory Area is an area not exceeding six EAs, but within a Parish / Ward that will be managed by a Supervisor. The purpose of the Supervisor's map is to show his area of responsibility and the relationship between the EAs under his control. The Supervisory Area maps ensure that all administrative areas in all parts of the country are covered and that the census data is assigned to the correct administrative units.

#### ***Getting to Know Your EA or Supervision Area***

421. After deployment to your EA (or Supervisory Area) you must first familiarise yourself with your area of responsibility. Check the name of the Parish / Ward and LC 1s that you will be working in, and identify your EA boundary (or Supervision Area boundary) on your map and on the ground.

422. In urban areas in particular, you must actually walk around your EA (or Supervision Area boundary) and check that you have common boundaries with your neighbouring Enumerators and Supervisors, to ensure that gaps and overlaps do not occur.

### **Map Reading**

423. Map 'reading' means map interpretation, i.e., understanding what the features and symbols shown on the map mean. You should pay particular attention to the ways that different administrative boundary lines (districts, counties, sub-counties, parishes, LCIs and EAs), and roads, tracks and footpaths are shown on the census maps.

### ***Map Scale***

424. The 'scale' of the map is the proportional relationship between distances on the map and distances on the ground. The scale of your map will depend on factors such as the settlement pattern, population density, and whether you are working in a rural or urban area. The scale helps you to know the distance you have to cover on the ground.

### **Map Updating**

425. 'Updating' the map means bringing it up to date. The census maps have been prepared over the past four years countrywide, so, if your map is one of those prepared in 1999 or 2000 it is probable that it will not be as 'up to date' as those prepared in 2001 or 2002. Pay particular attention to the positions and spellings of LCI names, schools, health centres, etc, and to the alignment of boundaries, roads and tracks. If you find that a name has been positioned or spelled wrongly, cross it out and write it correctly, and if a boundary has been shown in the wrong place, cross it out and draw it correctly. If you find that a feature has been left out altogether, write or draw it on the map as best as you can.

### ***Sending Your EA or Supervision Area Map Back to Census Office***

426. When you have completed the enumeration and updated your map, place the map in your bag together with the other materials and hand it to your Parish Supervisor. You will not be paid if you do not hand in your corrected map. Your efforts in helping to eliminate such errors will be much appreciated by the Census Office.