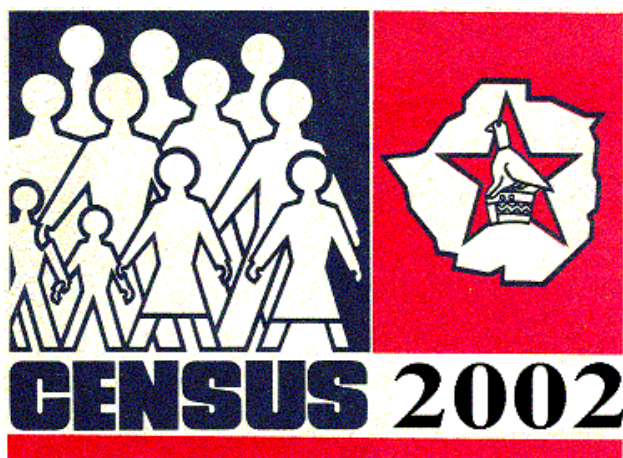




ZIMBABWE

ENUMERATOR'S MANUAL



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1. Introduction to the 2002 Population Census

1.1 *Definition of a Population Census*

A population census is the total process of collecting, compiling, evaluating, analysing, publishing or otherwise disseminating demographic, economic and social data pertaining to all persons in a country at a specified time. It aims at providing four types of information namely:

- a) the number of persons within singularly defined geographical units;
- b) the number of persons in particular categories, e.g. men, women, children, school going age and working populations, etc;
- c) the rate of population growth;
- d) socio-economic data for the population.

1.2 *Background*

In Zimbabwe, census taking began as early as 1901 but was initially confined to Non-Africans only. The population was fully enumerated for the first time in 1962, then in 1969 but at differing reference periods for Africans. The 1982 and 1992 censuses were the first censuses with a national coverage. The 1982 Census was conducted on a de-facto basis relating to the night of 17/18th August. Similarly, the 1992 census was also on a de-facto basis. In the 1982 and 1992 censuses, the questionnaire covered such areas as population size, composition (sex, age, ethnic groups); geographical distribution including internal migration. Other topics covered were education, labour force and employment as well as basic living conditions like size of household, access to water, toilet facilities, energy for cooking, were also covered. The 2002 population census is going to be the third after independence.

To supplement the data collected through the census, demographic surveys have also been conducted in 1948, 1954 and after 1982 as part of the Zimbabwe National Household Survey Capability Programme (ZNHSCP), especially the Demographic Socio-Economic Survey of 1983/84, the Inter-Censal Demographic Surveys (ICDS) of

1987,1997 and Demographic and Health Survey of 1988-89,1994 and 1999.

A decennial census programme will be maintained, because conducting a census is an expensive exercise as well as a major task. Together with the Household Surveys programme, the August 2002 Census will ensure the provision of population data on a continuous basis.

1.3 Major Objectives of the Population Census of Zimbabwe

In discussing census objectives, it is useful to distinguish between short-term objectives, which basically entail the delivery of data for immediate uses, and long-term aims which point more towards the infrastructure and capacity building of the statistical system.

Long Term Objectives

- ❖ The provision and maintenance of a time series of relevant population data at national and sub-national levels. A series of periodic censuses, at regular intervals, is important in assessing trends. The past can be appraised, the present assessed and the future estimated based on benchmark data from censuses.
- ❖ The development of national capacity to undertake censuses and related statistical activities. Zimbabwe's capability to undertake censuses and surveys has improved over the years. For example, three professionals among those directly involved in the 1992 census are working on the 2002 Census.

The long-term objective of capacity building entails:

- ❖ Developing CSO's capacity to produce and to co-ordinate the production and dissemination of relevant, accurate and timely statistics to meet the information needs of various agencies;
- ❖ Improving its capability to advise other Government departments and agencies involved in the production and dissemination of statistics;
- ❖ General strengthening of the infrastructure at CSO.

In this process the census project constitutes one of the major ways through which such capacity is built. It involves acquisition of significant hardware for various purposes and

acquisition of skills by CSO staff through on-the-job training provided by international consultants and formal training through fellowships provided by various agencies. The type of training involved covers a wide range of areas e.g. project planning and implementation, data processing, demographic analysis, sampling techniques, etc.

- ❖ Provision of a frame for other statistical activities such as the household survey programme. Since 1982, the census has become an important data set for establishing sampling frames and weighting factors for Zimbabwe's National Household Surveys Capability programme. The frame and factors are to be revised after every population census e.g. the 2002 census. It is important to stress this linkage between the census and the survey programme. In essence, the census provides the baseline for the survey programme in terms of maps and household data, which are required in creating the master sample and sub-sample for the survey programme.

Immediate Objectives

In general this will involve the provision of current information on demographic and related socio-economic characteristics of the population at national level and various sub-national levels to facilitate effective planning and evaluation of various programmes of government, private sector etc. This needs to be performed in a manner that will ensure effective application by the various agencies representing the main census data users.

Data from the 2002 Census

Information expected from the 2002 census can be categorised as follows:

- ❖ Data on population characteristics of all individuals covering relationship to head of household, age, sex, birthplace, usual residence, ethnicity, citizenship, marital status, parents' survivorship and disability;
- ❖ Data on education for persons age three years and above;
- ❖ Data on main activity and occupation for persons ten years and above;
- ❖ Data on fertility for women age 12 years to 49 years;
- ❖ Data on living conditions i.e. tenure status, type of dwelling, access to electricity, source of water, access to toilet facility and type of fuel for cooking;

- ❖ Data on deaths in the household.

1.4 General Uses of Census Data

Population data/information is basic to the production and distribution of material wealth. In order to plan for, and carry out economic and social development, administrative activity or scientific research, it is necessary to have reliable and detailed data on the size, distribution and composition of population.

The population census is a primary source of these benchmark statistics, covering not only the settled population but also the homeless persons and nomadic groups.

Data from population censuses may be presented and analysed in terms of statistics on persons, married couples, families and households and for a wide variety of geographical units ranging from the country as a whole to individual small localities or city blocks.

Uses in an Integrated Program of Data Collection and Compilation

Introduction

Population censuses are a principal means of collecting basic population statistics as part of an integrated programme of data collection and compilation aimed at providing a comprehensive source of statistical information for economic and social development planning, for administrative purposes, for assessing conditions in human settlements, for research and for commercial and other uses.

The value of each census is increased if the results can be used together with those from other investigations. The use of census data as a base or benchmark for current statistics can furnish information needed for conducting other statistical investigations.

It can, for example, provide a statistical frame for other censuses or sample surveys. The population census is also important in developing the population estimates needed to calculate vital rates from civil registration data. In addition, these censuses are a major source of data used in official compilations of social indicators, particularly on topics that usually change slowly over time.

The purpose of a continuing co-ordinated programme of data collection and compilation can be served, therefore, if the relationship among the population census and other

statistical investigations is considered when census planning is under way and if provision is made for facilitating the use of the census and its results in connection with such investigations.

The use of consistent concepts and definitions throughout an integrated programme of data collection and compilation is essential if the advantages of the relationships are to be fully realized.

A population census also serves as the logical starting place for work on the organization and construction of a computerized statistical data base to serve continuing national and local needs for data in the inter-censal period.

Uses of Population Censuses

(a) Uses for policy-making and administrative purposes

The fundamental purpose of the population census is to provide the facts essential to governmental policy-making, planning and administration.

Information on the size, distribution and characteristics of a country's population is essential to describe and assess its economic, social and demographic circumstances and to develop sound policies and programmes aimed at fostering the welfare of a country and its population.

The population census, by providing comparable basic statistics for a country as a whole and for each administrative unit and locality therein, can make an important contribution to the over-all planning process and the management of national affairs.

Population census results are also used in policy development and in management and evaluation for programmes in such fields as education and literacy, employment and manpower, family planning, housing, maternal and child health, rural development, transportation and highway planning.

Detailed information on the geographical distribution of the population is indispensable for this purpose. Certain aspects of the legal or administrative status of territorial divisions may also depend on the size of their population.

(b) Uses for Research Purposes

In addition to serving specific governmental policy purposes, the population census provides indispensable data for the scientific analysis and appraisal of the composition, distribution and past and prospective growth of the population.

The changing patterns of urban-rural concentration, the development of urbanized areas, the geographical distribution of the population according to such variables as:

- ❖ occupation and education,
- ❖ the evolution of the sex and age structure of the population, and
- ❖ the mortality and natality differentials for various population groups, as well as
- ❖ the economic and social characteristics of the population and labour force.

There are questions of scientific interest that are of importance both to pure research and to solving practical problems of industrial and commercial growth and management.

(c) Uses for Business, Industry and Labour

The census also has many important uses for individuals and institutions in business, industry and labour.

Reliable estimates of consumer demand for an ever-expanding variety of goods and services depend on accurate information on the size of the population in sub-national areas and its distribution at least by age and sex, since these characteristics heavily influence the demand for:

- ❖ housing, furnishings, food, clothing;
- ❖ recreational facilities, medical supplies and so forth;
- ❖ furthermore, the local availability of labour for the production and distribution of such commodities and services may be important in determining the location and organization of enterprises.

Some of the possible concrete uses of the data are:

- a) **Housing demand and supply:** census data provides information on population distribution and household size. The total demand for housing can be estimated as well as the areas that need urgent attention.
- b) **Status of men and women in the Zimbabwe Society:** census data shows the age-sex characteristics of the population, cross-classified with education characteristics, occupation, etc. Comparisons can be made between men and women on these characteristics and information to redress inequalities will be available.
- c) **Strategic planning in business by private firms:** census data shows the size and areal distribution and other characteristics of the various target groups. Optimal business sites can be determined and business plans can be developed.
- d) **Educational planning:** census data give detail of population size, growth, sex – age structure, spatial distribution, school attendance, educational attainment and migration patterns.
- e) **Health Planning:** a census provides an array of data that can be used for planning, monitoring and evaluating health programmes.
- f) **Manpower planning:** census data give information on the size and structure of the labour force and the level of employment.

Essential Features of a Census

The essential features of a population census are individual enumeration within a given territory, simultaneity and defined periodicity.

Individual Enumeration

A census implies that each individual and household is enumerated separately and their characteristics are separately recorded. Only by this can the data on various characteristics be cross-classified.

It is important to emphasise that individual enumeration does not preclude the use of sampling techniques for obtaining data on specified characteristics, provided the sample design is consistent with the size of the areas for which the data are to be tabulated and the degree of detail in the cross-tabulations to be made.

In this regard there has been a lot of concern from institutions dealing with disability and education on our coverage of the same. However, steps are being taken to collect this information.

Universality Within a Defined Territory

- ❖ The census should cover a precisely defined territory (i.e. the entire country or a well defined part of it). For example, the whole of Zimbabwe or a given province.
- ❖ The population census should include every person present and/or residing within its scope, depending upon the type of count required.

Simultaneity

- ❖ Each person should be enumerated as nearly as possible in respect of the same well-defined point of time and the data collected should refer to a well-defined reference period, eg the night of 17/18th of August for the 2002 Census.
- ❖ The time reference period needs not be identical for all of the data collected. For most of the data, it will be the night of the census. In some instances it will be a period prior to the census e.g. in the last 12 months, e.g. data on deaths, activity, migration etc.

Defined Periodicity

- ❖ Censuses should be taken at regular intervals so that comparable information is made available in a fixed sequence, eg every ten years in the case of Zimbabwe.
- ❖ A series of censuses makes it possible to *appraise* the past, accurately describe the *present* and *estimate* the future.

- ❖ It is recommended that a national census be taken at least every ten years. Some countries may find it necessary to carry out censuses more frequently because of the rapidity of major changes in their population circumstances.

The census data of any country are of greater importance nationally, regionally and internationally if they can be compared with the results of other countries that undertook a census at the same time. Therefore, countries may wish to undertake a census in the years ending in “0” or as near to those years as possible.

It is obvious, however, that legal, administrative, financial and other considerations often make it inadvisable for a country to adhere to a standard international pattern in the timing of its censuses. In fixing a census date, therefore, such national factors should be given greater weight than the desirability of international simultaneity.

1.5 Publicity

Various media have been used to publicize the census. These include:

- a) local newspapers that have been publishing various articles on census activities;
- b) local events like agricultural shows and the Zimbabwe International Trade Fair;
- c) the radio and television;
- d) Provincial Census Committee /District Census Committee meetings: these are the provincial and district census committees which are chaired by the administrators;
- e) Census T-shirts have been distributed to members of staff at CSO and all field staff;
- f) Census information pamphlets and posters have been sent to schools, hospitals and other institutions. The pamphlets are written in eight language versions that are in Shona, Ndebele, English, Tonga, Kalanga, Venda, Nambya and Shangani.

2. Role of the Enumerator

An enumerator is accountable to the supervisor and his/her roles and duties can be grouped into three categories, i.e. activities before, during and after enumeration.

Activities *before enumeration* will include the following:

- a) mapping and reconnaissance:
 - ❖ identifying the Enumeration Area (EA), its boundaries and layout.
 - ❖ check and amend the EA map where necessary, otherwise if changes are major inform supervisor.
 - ❖ if there are any new developments in the EA, update the map accordingly.
 - ❖ where there are imaginary boundaries, the enumerators sharing the boundaries must know the common boundaries.
 - ❖ errors on the map and its description should rarely occur if the mapping was done well. However, if errors are spotted they should be corrected accordingly.
- b) publicizing the enumeration and approaching local authorities as well as influential people to introduce oneself.
- c) receiving documents and equipment e.g. clipboards, ball points (for full list see page 12).
- d) locating dwelling units.
- e) arranging appointments for the interviews.
- f) preparing itinerary for the enumeration – this will help in spreading the work fairly and uniformly over the enumeration period.
- g) recording the geo-code for the EA on the questionnaires – record the first ten digits from left to right or up to enumeration area.

During enumeration the main activities are:

- a) asking questions correctly (avoid confused questioning).
- b) recording answers clearly, correctly and accurately.
- c) checking completed questionnaires, e.g. for consistency and completeness – no gaps should be left, this will result in the saving of time spent revisiting households.
- d) at the end of each day carry out verification of the questionnaires to check for completeness.
- e) scheduling call-backs, e.g. visiting respondents at different times.

This is the most important job in the census and every effort must be made to obtain complete and accurate responses and to record them correctly.

The *after-enumeration activities* include returning completed questionnaires and other equipment such as:

- ❖ Questionnaire booklets
- ❖ Clip-board
- ❖ Carrying bag(s)
- ❖ Notebook for observations
- ❖ Enumerator Manual
- ❖ Census leaflets
- ❖ Self adhesive labels
- ❖ Official ID/letter and census badge
- ❖ Map and boundary description of EA
- ❖ List of names of persons to contact in the EA
- ❖ Call back cards (mostly in urban areas) to the collection point/Supervisor. Any relevant issues or observations that are not reported in writing must be conveyed to the Supervisor.

2.1 Place of Work

Provincial Census Offices, headed by Provincial Census Officers (PCOs), have been established in the provinces. District Census Offices have also been established in the Districts, headed by the District Census Officer, who will be in charge of several Supervisors. A Supervisor will be in charge of about 4 – 6 EAs, which in rural areas may be equivalent to a ward.

The Enumerators will spend most of their time in the field. Each Enumerator will be assigned an EA and your responsibility will be to visit every household in your assigned area and record, as accurately and neatly as possible, all the particulars required of every person and household.

2.2 Training of Enumerators

One can become a good Enumerator through training and experience. Trainees must take an active part in training and attend *punctually* throughout the training period.

Training is planned to consist of classroom training and practical exercises.

Before each lesson, study this manual carefully along with the questionnaire and note any questions you may have. Ask questions at any time to avoid mistakes during the actual interviews. Be assured that others will learn from the questions as well as discussions on situations encountered in practice and actual interview situations.

During training, you will see and hear demonstration interviews. The questionnaire sections, questions and instructions will be discussed in detail. ‘Homework’ assignment will involve reading the questions correctly to someone several times, so as to become comfortable with asking the questions.

Secondly, there will be role-playing where trainees assume the roles of Enumerator and respondent. Later practice will pay particular attention to how the questions should be phrased in the different languages/dialects, to ensure that the meaning of the questions remain consistent.

The third phase involves field practice interviews, where you will actually interview household members. Trainers will work with you and will check and edit the

questionnaire as will be done during the actual enumeration.

Tests will be administered on familiarity and understanding of the questionnaire, the census concepts and definitions including procedures. The outcome of the tests will influence the selection of candidates who will be engaged as Enumerators.

The training will continue in the field when supervisors will meet with you to discuss your work. The formal training provides enumerators with basic knowledge and information regarding the census, questionnaire, etc. Continued observation and supervision during enumeration completes the training process especially during the first few days. You may also run into situations that are not covered in the training. Discuss these with your supervisor. Others may be experiencing similar problems, thus all can benefit from each other's experiences.

It should always be borne in mind that high quality work depends on:

- a) good training: you, as an enumerator, must know what you have to do. If you are not certain – ask
- b) high morale: you must wish to do what you know you have to and
- c) close supervision: you will be informed as soon as possible when you make mistakes.

3. Conducting an Interview

Successful interviewing is an art and not a mechanical process and each interview is a source of new information to be made interesting and exciting. Although the art of interviewing develops with practice, there are basic principles, e.g. on how to build rapport, conducting the interview, etc, which are to be followed.

3.1 *Establishing Rapport with the Respondent*

The Enumerator and respondent are strangers to each other, and one of the main tasks is to establish rapport. First impressions, of course, will influence willingness to co-operate. Always put on an appropriate dress appearance and show friendly manners when you introduce yourself. The census has been heavily publicized and the respondent

may be expecting your visit. However, always carry your official identification card and letter with you.

The following principles will be helpful in establishing rapport:

a) Approaching the dwelling unit

Use direction that appears to be well used as an entrance. Do not straddle fences or any other property boundaries. Ask the locals your way to the next dwelling unit when in doubt.

b) Language of interview

The questionnaire for the Census is in English and will have to be translated into local dialects. The meaning should not be changed. Some practice interviews in local languages will be conducted as part of the training.

c) Make a good first impression

When approaching the respondent, do your best to make him/her at ease. Open the interview with a smile and salutation. You must be well versed in the local traditional forms of greetings (especially in rural settings). After the normal exchange of greetings, introduce yourself and the organisation you are representing as well as stating the purpose of your visit. Avoid mumbling and waffling.

d) Always have a positive approach

Avoid an apologetic manner by asking such questions as “*Are you too busy*”, “*Would you spare a few minutes?*” or “*Would you mind answering some questions?*”.

Such statements may mislead the respondent into thinking that your mission is unimportant and may invite refusals. You can proceed as follows:

“Hello, I am (name) from the Central Census Office and I am here to collect your census information. All the information collected in the census is strictly confidential and will be used only in published statistical data where no one can be recognised.”

e) Stress the confidentiality of responses when necessary

If the respondent is hesitant or asks what the information will be used for, explain that the data you collect will remain confidential, that no individual names will be used for any purpose and all information will be used in aggregated form. Never mention other interviews or show completed questionnaires to other Enumerators or Supervisors in front of the respondent or any other person. Never refer to another interview when collecting data for the household.

f) Answer any questions from the respondent frankly

The respondent may ask a few questions before agreeing to be interviewed. Be direct and pleasant and display your knowledge and understanding of all the various aspects of the census. If the respondent is concerned about the length of interview, i.e. about 20 – 30 minutes and cannot afford the time or if it is not convenient to answer the questions, then arrange to return later.

g) Avoid the presence of other persons other than members of the household during the interview.

The presence of third persons during the interview may prevent you from getting frank and honest responses from the respondent. It also violates the rule of confidentiality.

It is therefore necessary that the interview be conducted as privately as is possible. A tactful attempt should be made to get rid of the third parties.

3.2 Tips on Conducting the Interview

a) Be neutral throughout the interview

People are generally polite and may give answers they think you want to hear. Never allow the respondent to think that (s/he) has given the right or wrong answer by expression on your face or tone of your voice and never appear to approve or disapprove of any of the respondent's answers. Refer any questions raised by the respondent to the end of the interview. Note that questions are carefully worded to be neutral and do not suggest that one answer is more likely or preferable to another.

Failing to read the complete question may destroy that neutrality. If an ambiguous answer is given try to probe in a neutral way by asking like this:

"Can you explain a little more"; "I did not quite hear you, could you tell me again".

b) Never suggest answers to the respondents

If a given answer is not relevant to the question, do not prompt by saying something like *"I suppose you mean that . . . Is that right?"* The respondent will definitely agree with you. Probe in such a way that the respondent comes with a relevant answer.

c) Do not change the wording or sequence of questions

The wording and sequence of the questions must be maintained. If the question has been misunderstood, repeat it slowly and clearly. If it is still not clear, you may reword the question but without altering the meaning of the original question.

d) Handle hesitant respondents tactfully

There are situations when the respondent says "I do not know", gives an irrelevant answer, acts very bored or detached, contradicts something already said or refuses to answer the question. Try to re-interest the respondent in the conversation, e.g. if (s/he) is shy or afraid, try to remove the shyness or fear before asking the next question. Spend some time talking about things that are not relevant to the interview, e.g. the town or village, weather, daily activities, etc.

If the respondent is giving irrelevant answers, do not stop him/her abruptly or rudely. Instead, listen and try to steer back to the original question. Maintain a good atmosphere throughout the interview for the respondent to see the Enumerator as a friendly, empathetic, and responsive person who does not intimidate and to whom (s/he) can say anything without feeling shy or embarrassed.

If the respondent is reluctant or unwilling to answer the question, overcome the reluctance by explaining that the question is being asked to all people in the country, remain courteous and stress the importance of the census and that it has nothing to do with taxation or similar Government activities. Also stress the confidential nature of the information obtained and that no one outside the Census Organisation will be allowed access to the records, that the details for an individual person are never released for any purpose what-so-ever and that census results are published as numerical tables only. If (s/he) continues to refuse, inform her/him that you are forwarding the matter to your Supervisor. Do report to the Supervisor at your earliest convenience.

e) Do not form expectation

You should not form expectation as to the ability and knowledge of the respondent, e.g. educational level, social standing, etc. The differences between you and the respondent may influence the interview.

f) Do not hurry the interview

Ask questions clearly to ensure understanding by the respondent, pause after each question. If the interview is hurried, you might get responses like “I don’t know” or get an inaccurate answer. Work steadily and make sure answers are plain and correct before you write anything down. Do not accept at once any statement you believe to be mistaken, but tactfully ask further questions to obtain the correct answers.

4 Field Procedures

4.1 Preparatory Activities

Each Enumerator must ensure that (s/he) has sufficient materials and equipment and is

aware of the role to be performed.

Each Enumerator will be provided with the following documents and equipment:

- ❖ Questionnaire booklets
- ❖ Blue pens
- ❖ Clip-board
- ❖ Carrying bag(s)
- ❖ Notebook for observations
- ❖ Enumerator Manual
- ❖ Census leaflets
- ❖ Self adhesive labels
- ❖ Official ID/letter and census badge
- ❖ Map and boundary description of EA
- ❖ List of names of persons to contact in the EA
- ❖ Call back cards (mostly in urban areas)

A pencil and an eraser will be provided during training.

Keep your equipment safely because at the end of the census you will be required to return it. You cannot be paid until you have accounted for all the items to the Supervisor.

4.2 Contact Procedures

The Census Field Mapping has resulted in the demarcation of EAs and provides, for each EA, an EA map with boundary descriptions. Read the EA map carefully so that you understand the boundaries both on the map and the ground. The boundaries in most cases follow easily identifiable features such as rivers, streams, roads, tracks, and footpaths. Where an imaginary boundary has been used, households on each side of the EA have been plotted.

One Enumerator is expected to work in one EA. The Enumerator should spend some time familiarising himself/herself with the distribution of housing/dwelling units and

establishing rapport with the local authorities and respondents.

Prepare an itinerary. Use the EA map to plan your work to ensure that you visit each household. Work systematically, and you will save yourself a lot of walking and trouble. Inform your Supervisor about your starting point, the paths you will follow to enable him/her to locate you easily.

In the course of going around the E.A or even during enumeration, you may encounter empty dwellings, which might have been occupied in the recent past. If it happens, find out from the neighbours when such dwellings were vacated, take note of this and inform your supervisor.

4.3 The Household Concept

One basic issue in Census taking is the specific location of persons at a specific time. The specific time in our case is Saturday night, August 17th, 2002. The specific location is the household where persons spent the night.

Definition of household for 2002 Population Census

A household, as defined for the 2002 Population Census is a group of persons who stayed the census night, i.e. Saturday night of the 17/18th of August, in the dwelling unit, whether or not they

A household is not the same thing as a family (a concept which is not used in this Census); a family can be scattered while the household by definition is specific in its location, as it consists of persons who eat and stayed the night together, whether or not they are related to one another.

Two types of households can be identified, namely, private households and collective households.

A private household can either be a single-person household or a multi-person household. In the former, a single person stayed the night in the household alone.

The person may occupy the whole or part of the dwelling unit (or several dwelling units). In a multi-person household, a group of two or more persons occupy the whole or part of the dwelling unit and stayed the census night together.

A collective household is composed of people who will have stayed the census night together, but do not constitute an “ordinary” household as defined above. The following

are examples of institutions:

- ❖ boarding schools; universities; training colleges; schools for the blind; seminaries; convents; children's homes; orphanages; nurseries; remand homes etc;
- ❖ service barracks; army camps; military academies; police training schools; military staff colleges; prisons etc;
- ❖ hospitals, including mental hospitals; maternity homes; health centres; rehabilitation centres and similar institutions for the physically and mentally handicapped; convalescent homes; etc;
- ❖ refugee camps;
- ❖ hotels.

However, persons working in institutions and who will be returning to their households in the morning of the 18th of August 2002, shall be enumerated with their own households and not with the institution. Examples include nurses, night watchmen, police officers and shift-workers on night duty. Such persons are to be enumerated with their household.

4.4 Whom and How to Interview

Interview as many persons as may be necessary to enable you to obtain accurate information on all persons who were in the household on the Saturday night of the 17th of August 2002, i.e. the *Census night*, including visitors.

Special arrangements will be made for persons in transit out with livestock; night fisherman; hunters; honey-beekeepers; persons in hospital throughout the night etc.

Who should be included in the household?

Some examples

- ❖ Three unrelated men who stayed the census night in the dwelling unit and cooked meals together would not be considered as one family but would constitute a household.
- ❖ A man with more than one wife and who stays with each of them must be enumerated with the household where he stayed the census night. The other wives, if they have separate dwelling units and eat separately, shall be considered as individual households and

4.5 Chief Respondent: Head of Household

Head of household should be the *chief respondent*

but if attempts to interview the head fail, then interview

Definition: Head of Household

For the 2002 Population Census, the head of household is that member of household who was regarded as such by those who stayed the census night with the household and may be a

the next knowledgeable senior member of the household.

Spouses should be given precedence over other senior knowledgeable members e.g. if the head is away, the spouse would normally be considered chief respondent and thus be entered on the first line of the questionnaire.

At temporary absence by the head of household, as commented upon under section 4.3 and 4.4 above, the head should however be entered on the first line.

N.B. Avoid making domestic workers chief respondents relating to the household they work for.

Questions on children born should, as far as possible, be addressed to the mother of the children.

4.6 Enumeration of Private Households

Start work early in the morning on the 18th of August 2002. Enumerate throughout the day but bear in mind that the best times of interviewing households depend on the activity of the household members. The enumeration will last for about five (5) days and this is the time limit within which interviewing of households in the EA assigned to you must be completed. If, for any reason, you think it will take longer, you become ill or get injured inform your supervisor early, so that arrangements for help are made.

You should note that you are allowed to enumerate up to eight (8) o'clock in the evening. If there is no adult person at home at the time of your visit, inquire from the children when an adult will be present and make arrangements for a callback accordingly.

If there is no one at home, ask the neighbors if anyone was there on the census night. If there was, enquire whether they have an idea when they are likely to be back and arrange your next visit accordingly.

In urban areas, complete the callback card stating the day and time of your next visit and

leave it at the dwelling unit, so that people will know when you will return. In rural areas, leave a message about the time of your next visit.

Avoid callbacks as much as possible as these would involve you in extra work. Send word so that people know when to expect you. If you make an appointment to return, please keep it and be punctual.

In case you visit a household at an “inconvenient time,” do not allow yourself to be put off unless there is weighty reason, e.g. a death in the household. In such circumstances, make arrangements to return later.

Confusion over boundaries may arise and you may find that the Enumerator from the neighbouring EA has enumerated households in your EA and numbered the dwelling units. Make sure that you are within your boundaries and if you have mistakenly crossed the boundaries, return to your area and continue with your work. If you are satisfied with your boundaries, take note of the households affected and inform your Supervisor. Do not enumerate the households a second time but continue with the other households in the area.

4.7 Enumeration of Institutions

Persons staying in institutions will be enumerated in their institutions through arrangements made by the Supervisor and you may be asked to assist in this work. Instruction on how to enumerate collective households will be supplied to those Enumerators assigned to work in such areas.

5. General Procedures for Completing the Questionnaire

5.1 How to fill in the Questionnaire

Make sure that you fill in the questionnaire yourself and keep it clean.

5.2 Asking Questions and Probing

When asking the questions, follow the order on the questionnaire and ask them exactly as in the questionnaire. Speak clearly.

For the respondent to have no difficulty in hearing and understanding, at times you may have to repeat the question. You should be careful when restating the question. Probe, if necessary.

5.3 Recording Responses

The recording of answers on the questionnaire should be done using blue ballpoint pens. The types of questions to be encountered on the questionnaire include those with:

To be able to understand the duties of an Enumerator, you must understand:

- ❖ how to complete the questionnaire;
- ❖ how to ask the questions;
- ❖ what information the question is attempting to collect;
- ❖ how to handle problems which might arise from the interview;

and know how to:

- ❖ correctly record the answers

- a) pre-coded responses:- where the responses are listed on the questionnaire, to record the answer, you merely circle or enter the number (code) corresponding to the reply, e.g. district codes;
- b) open ended responses:- where one must write the respondent's answer in the space provided, e.g. a number, like age; number of children; answers in words where paraphrasing should keep the meaning accurate, e.g. occupation.
- c) Some questions may not be applicable to some individuals or a response may not be known. In such cases entries should be made as follows:

It is important to record answers neatly. Write legibly, preferably in capitals, where you are required to write.

- ❖ N/A will be used for *Not Applicable* questions. Where a number of columns for an individual do not apply, place the N/A in the centre of the columns and indicate the extent by lines as shown below.



This recording, if done properly, will simplify the work of other persons, for example Supervisors checking your work.

5.4 Correcting Mistakes

If you make multiple mistakes involving one person in the household, cross it out neatly with a single line and record the entire information using a new line number. Most of the time, it involves including a recording that does not belong to the household.

If you make a mistake involving a whole household, draw a diagonal line across from bottom left to top right of the questionnaire and write '*SPOILT*' along it. The spoiled questionnaire should not be removed from the booklet but handed in together with the rest of the correctly completed questionnaires. **START** all over again on a new questionnaire.

If you make a mistake in entering an answer or the respondent changes response, cross out the incorrect response and enter the right one. Use two horizontal lines through the wrong response and write the correct one next to it. *Do not erase or obliterate the wrong entry.*

5.5 Following Instructions

Care must be exercised not to ask questions that have become not applicable. In cases where a particular response makes subsequent questions not applicable, an instruction is written on the questionnaire. However, a N/A must be entered.

5.6 Checking Completed Questionnaires

One of the responsibilities of the Enumerator is to check the questionnaire after the interview and before leaving the household, to be sure that:

- a) Every appropriate question was asked and all columns were filled in where they should and the response codes (for pre-coded responses) are correctly entered. Ensure that responses have been correctly classified as *N/A*, *zero* or *not known*, where applicable;
- b) All answers are clear and reasonable and the handwriting is legible and that others can make sense of your paraphrased responses as well as reading your writing;
- c) Follow skip instructions ;
- d) Any errors have been corrected;
- e) The identification has been entered;
- f) The totals for males, females and grand total have been entered in appropriate boxes;

N.B. Arrange for a call-back if necessary

Check your work systematically as follows:

- g) Information identifying the household has been entered in Section A;
- h) Totals for males; females and grand total have been entered in Section H and transfer totals to the cover of the questionnaire booklet;
- i) Relationship and ages are consistent, e.g. children are not shown as being older than their parents, men are not shown as having borne children, babies are not shown as having university education, etc;
- j) For females age 12-49 years, appropriate entries have been made as necessary in Section E;
- k) Education questions in Section C have been asked for all persons age 3 years and above;
- l) activity questions in Section D have been asked for all those age 10 years and above;

- m) write the household number on the self adhesive label and place it on the door of the dwelling unit.

Check your work on the spot to avoid re-visiting the household. “It should not be necessary to recopy a questionnaire as long as it is clear and readable”. Transcribing increases the chances of making errors. Never use scrap pieces of paper to collect information but record directly onto the questionnaire. Explain anything out of the ordinary in the space for comments.

When you are satisfied that all is in order, write your name and enter the date of the interview on the space provided in the questionnaire. Your name is your certification that the information on the questionnaire is complete and accurate.

5.7 Action in Case of Non-Response

Report to the supervisor.

Non – response occurs when the enumerator fails to secure an interview with a household (respondent) during the period of data collection. The principal reason for non-response is the failure to find respondents at home despite repeated visits.

6. The 2002 Census Questionnaire

The Census questionnaire is a means of collecting census information, including certain socio-economic characteristics, for the whole population.

Each questionnaire has 2 pages bound in booklets of 20 questionnaires. The cover page contains the following details:

- ❖ The serial number of the booklet;
- ❖ Identification of the Enumeration Area;
- ❖ Comments;
- ❖ Summary etc.

In general, the sections of the questionnaire are as follows:

Section A:	Identification particulars of Enumeration Area and Household;
Section B:	Information on all members of the household. Even if some of the members of the household are temporarily absent when you visit the household, (e.g. gone for work), information on them is still required; (see sections 4.3 – 4.4. The same applies to visitors;
Section C:	School attendance, enrolment and level of education attained for those age 3 years and above;
Section D:	Labour force questions for those age 10 years and above;
Section E:	Fertility information for women age 12 – 49 years;
Section F:	Living conditions;
Section G:	Deaths in the household;
Section H:	Total number of people in the household by sex;

Completion of the questionnaire, that is, Sections A to H, should follow the above order as far as possible.

Complete a separate questionnaire for each household. If a household has more than 10 members continue listing the members on the next questionnaire making certain that:

- a) the identification on the forms relating to a single household is the same;
- b) the person numbers on the additional questionnaire are changed by adding a preceding (1) one, i.e. from 1, 2, 3, ... to 11, 12, 13 ... Similarly for a household with more than twenty persons, a (2) two should precede the printed person numbers in the next form, etc;
- c) if more than one questionnaire is used for one household, indicate that additional questionnaires follow by ticking the box on the bottom right hand corner of the questionnaire.

Section H has also been provided for inserting the total number of males, females and total number of persons in the household.

Please note that if more than one questionnaire is completed for a household, information relating to Section F to H should be completed *on the last questionnaire* for the household. If more than six deaths have occurred in the household, continue to the next questionnaire. Only Section A will be repeated on the subsequent questionnaire(s).

None of the questionnaires are to be destroyed, as you will have to account for all the questionnaires issued to you, whether they are filled in or not.

The Age Determination table is given in Appendix 1, the Specimen Questionnaire in Appendix 2, the Administrative District and Country Codes in Appendix 3, Census and Statistics Act in Appendix 4, and the explanation of Geo Code System in Appendix 5.

7. Completing the Questionnaire

Section A: Identification

Before beginning an interview, fill in the identification in the upper left hand corner of the questionnaire. The identification, or geo-code, can be found on the cover of the

Questionnaire booklets, on the map or on the boundary description for your EA, and is to be transferred without alterations to the questionnaire. A household serial number is to be entered by the Enumerator as work is progressing.

Provinces	Census districts	Wards	Sector	EA	Household number
are to be coded 0 to 9	are to be numbered serially in each province as follows: Rural District Council = 01 to 20, Urban District Council= 21 to 40	are to be numbered from 01 until all wards have been covered within an administrative district	code which qualifies the EA with codes 0 – 9 First digit for Sector, 2 nd for type of household.	the EA code should constitute a serial numbering of the EAs demarcated in each ward	To be numbered serially within the EA by the Enumerator.

The household number will also be written neatly on self-adhesive labels that will be placed on the door of one of the dwelling units or on other convenient and conspicuous place but out of reach of children. You will allocate these numbers yourself. Inform the members of the household that the label must not be removed and is for the census and survey purposes only. Special numbers will be allocated to collective households and the supervisor will provide these.

Section B: For all Persons

Begin by saying, “I would like information on **all** people who stayed Saturday night of the 17/18th August here. This information is on the names of the persons, their relationship to head of household, their age and sex, survivorship of their parents etc. It is important that you give me as accurate information as possible about each person”.

Q1 Household Composition

Always bear in mind that the count covers all persons, including visitors, who stayed the Saturday night of 17/18th August 2002, i.e. the census night, with the household. The procedure to identify households and their compositions will be as follows:

Firstly, identify the household that share the same dwelling unit by asking “*Who stayed Saturday night (17/18 August) here?.*” “*Did these people have the same eating arrangement?.*” This should be done in a conversational and casual manner.

Secondly, identify the head of each household by asking “*Who is the head of this household?.*”. It is important that the head of the household be identified at this early stage as it is this individual who is going to be the chief respondent. The person should have been present during the census night (see section 4.3 and 4.4 regarding temporary absence).

When the head of household is temporarily absent, he/she should appear on the first line of the questionnaire.

Thirdly, explain to the head of household that you want information on all household members who stayed Saturday night with the household. Also inform the head of household that at a later stage you would ask questions on education, employment and fertility for specified age groups to all household members.

After listing the household members and checking that all those who spent the census night there have been included, complete the questionnaire column-wise for questions 1 to 3.

The order of listing should be as follows:

- ❖ head, spouse, unmarried children;
- ❖ married children, their spouses and children;
- ❖ relatives of head;
- ❖ non-relatives;
- ❖ visitors.

In situations where a man has more than one wife all of whom stayed the census night in the same household list the first wife with her children, followed by the second wife and her children, etc, with man as the head of the household.

For babies who have not yet been named, write “Baby of (mother’s or father’s name)” in the space for name before person number. Write both the first name and surname but where members of the household have the same surname, the first name and the first letter of the surname can be used for the members other than the head. This is illustrated in the following example with the following members – Mavis Kandiro; Tsitsi Kandiro; Moses Kandiro; Baby:

Mavis Kandiro

Tsitsi K

Moses K

Baby of Tsitsi (mother’s name)

In cases where a respondent refuses to give the first name, explain that the name is used only in relation to subsequent information. State that publication of information will only be in statistical form and at no time will names be published.

Please note that the name of the head of household should be entered on the first row, as person number “1”

Check the above information by reading out the names you have written down and then by asking the head of household if the list is correct. At this stage probing and observation is essential especially where you feel someone who is physically present at the time of interview has been left out, e.g. a domestic worker, baby etc.

It is important that everybody is counted!

Q2 Relationship to the head of household

The response categories are as follows: Head, Spouse, Son/Daughter, Parent, Grandson/daughter, Other relative, Not related. Where several persons who are not related by blood or marriage constitute a household, e.g. in urban areas, code one of them as the head and the rest as “*not related*”. Emphasis is on biological relationships.

Q3 Sex

If the person is around, you can observe the sex without necessarily asking the question but avoid inferring the sex of the person from names as there are unisex names i.e. names used by both sex like Chipso, Tapiwa, Blessing, Taurai, Sipho, Nhlanhla, etc.

Check the information provided for babies and infants and preferably from the mothers. You will not know the sex of a baby carried on its mother’s back in which case you have to probe further and not guess.

Ensure that the spouse’s sex is compatible with the relationship to the head of household.

Q4 Age – Alternatively Ask “When was (name) born?”

Entries should be made in completed years as follows:

- ❖ “00” for children less than a year;
- ❖ actual ages for those age 1-97 years;
- ❖ “98” for those age 98 years and over;
- ❖ “99” for not known (very limited cases).

Age is one of the most important questions as almost all analysis of data depends on respondent’s age, for example, fertility rates calculated by age of woman etc. Be careful *not* to round up ages to the next birthday; the age of a child who is four years and eleven months should be recorded as 04 and not 05.

For calculation of ages, the following could be useful:

If day, month and year of birth are given, then where the birthday is after the census night, the age should be 2001 minus year of birth; where the birthday is before the census

night, the age should be 2002 minus year of birth.

To assist you with verifications of these calculations, an age determination table is shown in Appendix 1. In the table you have the decade on the left hand column and the last digit in the year of birth on the top row. Two rows of ages are then presented. The top row indicates the age when the birthday is before the census night, while the low row gives the age when the birthday is after the census night.

If year of birth is given and respondent cannot recall the month:

Subtract the year from 2002 to obtain age.

If the age is not known, probe to try to estimate age. This is time consuming and sometimes tedious, but it is important to take time to try to get the best possible information. There are several ways that can be used to probe for age:

- ❖ In the case of a woman respondent, you may ask how old she was when she got married or had her first child, then try to estimate how long ago she got married or had her first child.
- ❖ It might be possible to relate the age of the person to that of someone else in the household whose age is reliably known.

If probing does not help, you may have to estimate the age as a last resort when all other efforts have failed. The use of the code “99” i.e. “NOT KNOWN” is for rare cases. Avoid the use of IDs as a means of estimating a person’s age because, more often than not, if a person does not know when s/he was born, the age on the ID is also wrong.

Q5 Birth certificate

The individual does not need to have the birth certificate on their person. If the certificate is lost or destroyed, the individual is considered as not having the certificate.

Q6 Place of birth

Birth place refers to the place where the birth actually occurred. For those born in Zimbabwe, enter the code referring to the relevant census district, i.e. the Rural Districts, the Urban Council Area (Municipalities, Town Councils and Local Boards) and for those born outside Zimbabwe, the code of the country of birth.

A list of the administrative districts and country codes is shown in Appendix 3 of this manual.

The list of codes is also shown at the back of each questionnaire.

Q7 Usual place of residence

The usual place of residence refers to the place where the person normally resides and has been staying the longest time during the last twelve months.

For those who usually live in Zimbabwe, record the census district code and for those from outside Zimbabwe record the country code as per appendix 3.

Q8 Usual residence during last Census in August 1992

This question applies to persons 10 years and above. Enter census district code if usual place of residence last census was in Zimbabwe or country code otherwise. The codes are in Appendix 3 of this manual.

Please note that this does not necessarily mean the place where the person was counted but the usual place of residence. Those who were temporarily absent for such reasons as visiting relatives, or in hospital, or overseas for less than one year should be shown where they usually lived ten years ago. For children below the age of ten, record *N/A*. For not known use code 999.

Q9 Ethnic origin

You should not infer the ethnic origin from the surname because there are Africans with English or Asiatic names. African refers to any black person, European refers to any white person and Asiatic refers to anybody originating from the Asian continent, i.e. Indians, Chinese etc. Mixed will include all coloureds of any combination. Record what the person tells you. 'Other' refers to ethnic origin not covered by those specified on the questionnaire.

Q10 Citizenship

Do not deduce someone's citizenship from the language an individual speaks or their country of birth. Record what the respondent tells you. As a way of probing you may ask if the individual has a passport and if so, the country that issued the passport.

NB: Citizenship is not the same as country of birth.

Country codes are in Appendix 3.

Q11 Marital status

A man and a woman who live together and who so regard themselves as husband and wife should be recorded as married. Thus in the main, the answer must be accepted as given by the respondent and not to question the legal aspect of the marital status.

If a person has been widowed/divorced but has since re-married, (s)he should be recorded as married. Cohabiting is a form of marriage.

Divorce does not have to have gone through the court or other formalities for it to be considered as such. Thus it is the respondent who defines his/her marital status.

Please note that "*never married*" is not equivalent to "*single*" as the latter include those who have never married and those who have been married but are currently divorced/separated or widowed. "*Never married*" strictly refers to those who have never entered any marital union. Co-habiting will be considered as married.

Q12 and Q13 Parental survivorship

These questions should be asked to members of the household below the age of 15 years including visitors in respect of the person's biological father and mother. In some cases, check with question 2 for consistency. Ask survivorship of each parent separately.

Q14 Disability

The intention here is to capture data pertaining to disability of a moderate to severe nature. The question should be asked to all persons.

Definitions:

- a) Impairment: is any loss or abnormality of psychological or anatomical structure or function. (It refers to organs/systems of the body).
- b) Disability: refers to any restriction or lack of ability to perform an activity in a manner within the range considered normal for a human being. (Refers to the person and function).
- c) Handicap: is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, social and cultural factors) for that individual. (limitations experienced by people with disabilities in their interactions with society)

Example:

- 1. Impairment : Paralysis of lower limbs after injury.
 Disability : Inability to walk
 Handicap : Unable to get employment
 Because there is no adequate transport, buildings are not accessible and potential employers do not wish to employ someone with a disability.
- 2. Impairment : Mild mental retardation
 Disability : Difficulty learning
 Handicap : Unable to attend school because teachers do not know how to

work with children who are mentally retarded.

In Zimbabwe, the terms disability, impairment and handicap have been used interchangeably to refer to persons with disabilities. Reference has been made to children who are mentally handicapped, people who have visual impairment or people who are physically disabled.

To the users, the meaning is only an exercise in semantics.

CLASSIFICATION OF DISABILITY FOR PURPOSES OF IDENTIFICATION

Disability is difficult because it is not a well-defined condition. Different countries have used different definitions and survey methodologies to come up with estimates of prevalence rates. Developed countries have counted even those with minor disabilities as disabled while developing countries have only counted those that have moderate to severe conditions that need rehabilitation intervention. These are people whose conditions permanently prevent them from performing activities in a manner considered normal for human beings. A person may have impairment (e.g. amputation of two toes) but functions normally. Such a person is not considered disabled.

When identifying people with disabilities, the difficulties that they may have as a result of their conditions are classified as follows by World Health Organisation:

0. Difficulty moving
1. Difficulty seeing
2. Difficulty speaking
3. Difficulty hearing
4. Difficulty learning/mental handicap
5. Chronic fits
6. Strange behaviour/mental illness
7. Lack of feeling in hands or feet/leprosy
8. Albinism
9. Other (specify)

For the National Census 2002, Zimbabwe will classify people with moderate to severe disabilities according to the same categories but will add a category for Albinism.

EXPLANATION OF DISABILITIES AND EXAMPLES OF CONDITIONS THAT MAY CAUSE DISABILITIES

0. Difficulty Moving

The person has difficulty on a part of the body such as the arms, legs, back or neck. The difficulty could be due to :

- ❖ deformity as in club feet/scarring from burns
- ❖ missing whole or part of arm or leg (amputations)
- ❖ weakness/paralysis in arms or legs (sometimes with spasticity).

Example:

- ❖ joints that no longer straighten because muscles have shortened
- ❖ missing body parts – born that way
- ❖ accidental/surgical(amputations)

CONDITION:

Moving

- i) Loss of whole or part of upper limb – amputation
- ii) Loss of use of one upper limb – deformity
- iii) Loss of use of both upper limbs – paralysis
- iv) Loss of whole or part of lower limb – amputation
- v) Loss of use of one lower limb
- vi) Loss of use of both lower limbs/paraplegic
- vii) Loss of use of all limbs
- viii) Loss of use of upper and lower limb on same side-
hemiplegic
- ix) Deformity of spine

1. Difficulty Seeing

Blind

- ❖ cannot see at all

Difficulty seeing

- ❖ has problems seeing details/clearly
- ❖ cannot see well in the dark
- ❖ cannot see objects that are far away
- ❖ cannot see objects that are very close

Visual

- i) Blind both eyes
- ii) Blind one eye
- iii) Partially sighted

2. Difficulty Speaking

Speech

:

- ❖ cannot speak
- ❖ cannot speak clearly enough to be understood
- ❖ no speech
- ❖ difficulty speaking (stammering and cleft palate)

3. Difficulty Hearing

Deaf

:

- ❖ do not hear at all

Partially deaf:

- ❖ may not hear words when people speak
- ❖ only hear when people speak loudly and clearly
- ❖ deaf both ears (profound)

4. Difficulty Learning (mental handicap)

- ❖ person not able to learn new activities as early as other people of his/her age;
- ❖ ranges from mild to severe retardation;
- ❖ development of sitting, crawling, etc may be slow;

- ❖ may be slow to respond to what others say and to what happens around her/him;
- ❖ may not understand as well as others what she sees, hears, smells and tastes;
- ❖ may not be able to express his/her needs or feelings in a way other people understand;
- ❖ may not understand the abstract;
- ❖ may remember what she/he has been told only for a short time;
- ❖ may have difficulty controlling feelings.

Learning disability e.g.- moderate, severe – Down's Syndrome/Microcephaly
- hydrocephaly

5. Chronic Fits : Epilepsy (Seizures, convulsions)

- ❖ Brief periods of unconsciousness or change in mental state that are caused by injury to the brain
- ❖ Can be mild to severe
- ❖ Mild fit – person stops whatever they are doing: stares unusual movements e.g. repeated units of the lips or hands
- ❖ Severe fits – person falls to the ground. Has strong uncontrollable movements and loss of consciousness

6. Strange Behaviour /Mental illness – mostly in adults

- ❖ behaviour change started at an older age;
- ❖ he/she has not always behaved this way;
- ❖ may not talk to anyone anymore;
- ❖ may talk too much, more than before;
- ❖ may become angry/excited for no reason or may frighten other people;
- ❖ may hear voices that other people do not hear or see things other people do not see;
- ❖ person may stop keeping clean or dressing properly;
- ❖ person may speak or move around in a strange way;

- ❖ may show no feelings or interest in other people;
- ❖ may start collecting rubbish and look less and less tidy;
- ❖ may believe that she/he is someone important;
- ❖ may begin to believe things that are obviously not true.

7. **Lack of feeling in hands and feet - leprosy**
8. **Albinism - people who have no skin pigmentation**
9. **Other (specify)**

Section C: Education

This section deals with participation at school, past and present, for all persons age 3 years and above. It includes participation at pre-school level hence we are asking for information relating to 3 year olds.

Q15 Ever attendance at school

“School” refers to full-time education in an institution like pre-school, primary, secondary school, post secondary and tertiary institution. The attendance does not necessarily have to be for a full school academic year. For everyone age 3 or older, ask the question in column 15. Circle ‘1’ for persons who have ever been to school and ‘2’ for those who have never been to school. If the person has never been to school, circle code 2 for No and go to Q20.

Q16 Highest level and grade of education completed

The outcome of attendance does not matter, i.e. whether someone passed or failed, the education level is immaterial and is not necessarily an outcome of formal schooling. Enter N/A where not applicable.

If the person has attended school, you will record his/her educational attainment in column 16. Do this by using the codes given above. You will first record the level of schooling by recording the highest level the person ever attended, even if he/she did not finish that level. Then you will record how many grades the person completed at that level. For example, a man who completed all the grades of primary school would be Level 1, Grade 7. A child who is currently in the third year of primary school would be Level 1 and Grade 2 (she has not yet completed the third year). A man who left during his first year of secondary school would be recorded as Level 1 and Grade 7. Now suppose the respondent knows her son went to primary school, but does not know what grade he completed, you would record Level and Grade 9 (Not Known). If the respondent does not even know the highest level of her son attended, you would record level 9 (Not Known) and leave the grade blank.

The education system has undergone periodic changes. At one time primary education

lasted eight years then changed to seven years.

There was once the F2 system, which went up to grade 11 (eleven) in secondary school. All these systems must be made to conform to the system currently in use. Furthermore, if a respondent was educated outside Zimbabwe, probe so as to find the Zimbabwe level of education that is equivalent to the respondent's level of education.

Equivalence between the old and new systems of education in Zimbabwe and the applicable codes are shown in the table below:

Level of Education	Other Levels	Equivalents	Code
Primary	Sub A	Grade 1	
1			
	Sub B	"	2
	Standard 1	"	3
	" 2	"	4
	" 3	"	5

Codes for questions 16 and 19

Education Level	Education Grade (Years in level)
0 = Pre-school	1 - 3
1 = Primary	1 – 7
2 = Secondary	1 – 6
3 = Higher	Grade 1 Certificate/Diploma after primary Grade 2 Certificate/Diploma after secondary Grade 3 Graduate/Post graduate
9 = Not Known	
8 = None	Level 8 = 8 (None)

Check with Question 4 for consistency, particularly for children.

For someone who has never been to pre-school but is in grade 1, the codes would be 8 for level and another 8 for grade, i.e. 88.

Q17 Current school attendance

For people age 3 to 24 years who have been to school, ask Q17 to Q19 in column 17 to 19. Q17 is similar to Q15 but is asking for information on current attendance. Circle the appropriate response. If the person is currently attending school, write N/A in column 18. If the person is not currently attending school, ask the question in column 18. Ask whether the person attended school at any time during the current school year and circle '1' for Yes and '2' for No. If the person is attending school or attended school at any time during the current school year ask the question in column 19. Ask what level and grade the person is/was attending, and record the level and grade. If the person did not attend school at any time during the current school year, write N/A in column 19.

Note that in question 16 we are considering grade completed whereas in question 17 and 19 current grade is being considered.

(For levels and grades refer to codes in question 16).

Section D. For Persons Age 10 Years and Above

The section dwells on what people age 10 years and above spent most of their time doing.

Q20 Activity

For persons age less than ten years, enter N/A

To those who are age 10 years and above, Ask “*What was (name)’s main activity in the last twelve months?*” You may need to probe to insure that the respondent understands the concept of activity.

The response categories are:

0 Paid employee:

Paid employee includes those who worked for a public or private employer and are typically remunerated by wages and salaries but maybe paid by commission or piece rates. Paid family workers are also to be included here.

1 Employer:

A person who operates his or her own economic enterprise or engages independently in a profession or trade, and hires one or more employees, i.e employees have stable contracts on a continuous basis with the employer (written or oral).

2 Own account worker:

Own account workers are those who operate their own enterprise, e.g. farmer, petty trader, carpenter and have not engaged on a continuous basis any employees to work for them during the reference period. This category includes communal farmers who will be identified by their occupation. The head of the household and the spouse are own account workers (communal farmers) but other members helping them are unpaid family workers.

3 Unpaid family worker:

Unpaid family worker refers to those members of the household who worked in the enterprise operated by the household without pay or profit.

4 *Looking for work/unemployed:*

These are persons above 10 years of age who during the last 12 months were without a job and were available for work and were seeking work.

5 *Student:*

A person who attends a regular formal educational institution, public or private. S/he should be full-time or part-time student not engaged in any other activity.

6 *Homemaker:*

Homemaker is a person of either sex involved in household chores in their own households e.g. fetching water, cooking, baby-sitting, etc and who do not work for pay or profit. If the person worked on the household business, s/he should be recorded as self employed or unpaid family worker. Domestic workers engaged for pay should not be included in this category but under paid employee.

7 *Retired person/sick/too old:*

NB. These are three combined categories.

Retired person is one who reports that for most of the last twelve months he was not engaged in any other activity because he had retired.

Sick – These are persons who did not engage in any activity because of sickness.

Too old – These are persons who reported that they had no activities because of old age.

8 *Other*

Prisoners are an example of individuals to be placed under this category.

Q21 Main occupation

For persons coded 0 – 3 in Q20 above, i.e. paid employees; employers; own account workers; unpaid family workers.

This refers to trade, or profession performed by an individual during the last 12 months, irrespective of the industry or status in employment of the individual. Where multiple occupations are common, the main or usual occupation should be determined. This is done by determining the duration of work in each occupation during the reference period.

For those with multiple occupations, i.e. when a person is involved in more than one occupation at a given time, e.g. government official who teaches part-time, or a teacher who enumerates during the census, record the person's main occupation i.e. where he/she spends most of the time.

The type of work should be recorded as fully as possible, e.g. shorthand typist; grade 3 carpenter; key punch operator; motor vehicle mechanic; panel beating foreman; etc. Avoid such unclear and one word descriptions as operator; foreman; driver; etc. Probe so that you put people in the correct category. If in doubt ask for a description for the main kind of work and note it in the comments section or at the back of the questionnaire and seek guidance from Supervisor at the earliest possible opportunity.

Q22 What was (name)'s field of specialisation?

This question is meant to collect information on vocational, professional or academic training for persons who have undergone such training at tertiary level. For persons level 3 in Q16 and code 0-4 in Q20.

Section E: For Women Age 12-49 Years

Introduce this section by saying, “Now I would like to talk to you about all the live births you have, (if you are talking to the respondent) or (name) has had (if respondent is a proxy). The live births I want information on are about children born alive who live with you, live elsewhere and those who have died”.

Information on live births (fertility) should be obtained for all women age twelve to forty-nine years. Information should be requested of all of them irrespective of the marital status, whether or not they are visitors, at school, or you think they have never borne any children.

Effort should be made to get responses from the women themselves and permission to do this should be obtained from the head of household. Where the woman concerned is not present, a proxy should be used to answer the question.

Definition of Live Birth

A live birth is one which results in a child that shows any sign of life irrespective of the time or the period within which these signs are manifested e.g. crying, movement of .. ,

Before proceeding with the actual interview, identify all eligible women using the age of the woman. Lumping ages should be discouraged as it can be shown on the pyramid that the age distribution has been improperly entered.

Q23 Children ever born

(Check with question 2 for consistency).

There are four parts to this question and the order of asking them is as follows:

a. Has (name) given any live birth?

If the answer is “NO”, circle code 2 in column ‘b’ and enter N/A to show that the rest of the section is not applicable.

If the answer is “YES”, circle code 1 and complete the other three parts of the questions as detailed in sections c to h below. It should be noted that the children referred to are the

respondent's own children in biological sense and not foster children, e.g. children of the husband by another woman or children of another relative.

b. How many children born to you (or name) were with you (or her) on the census night?"

Record the number of males and females.

These children should have been present on the census night of Saturday 17th August 2002 and appearing as members of the household.

c. How many children born to you (or name) were elsewhere on the census night?"

Record the number of males and females.

These are children who are still alive but are not living in the household, e.g. they may be staying with some relative; are at a boarding school; have been given up for adoption or are grown up children who have left the household.

Further probing might be necessary as these children are not members of the household.

d. How many children born alive to you (or name) have died?

Make the appropriate entries under columns for males and females.

This information is extremely important and is the most difficult on which to obtain accurate data, because some respondents may fail to mention children who died very young. Probe by asking *"Any male or female who was born alive but only survived a few days or hours?"*

Some respondents may be reluctant to talk about it or may become sad or upset that you are asking such questions. Be tactful in such situations. Say you know the subject is painful but the information is important.

It is to be noted that faulty omissions do occur where:

- ❖ the child died in infancy;
- ❖ the child died after leaving the household; or

- ❖ the child was born to another man;

while at the same time faulty inclusions may occur for:

- ❖ still births;
- ❖ children born to the current husband by another woman;
- ❖ adopted children; and
- ❖ grand-children.

Q24 Age at first live birth

The question refers to the age of this mother at the time of delivering the first live birth (not first pregnancy), and to be recorded in completed years. Use “99” for not known.

This should be consistent with the answers on Question 4. Probe as in Q4 to obtain the age.

Q25-27 Last live birth

This includes even a last live birth of a child who later died.

There are three parts to the question as follows:

Q25 Date of last live birth

The answer required is the year and month of birth. “01” for 2001 and for the month code as follows:

January	=01	May	=05	September
=09				
February	=02	June	=06	October
=10				

For the year, enter the last two digits of the year, i.e. “92” for 1992;

Use “11” for not known.

Q26 Sex of last live birth

What is to be recorded is the number of boys and/or girls or zero if it is nil.

Q27 Survivorship of last live birth

Record the number of boys and/or girls who are still alive.

Multiple births, i.e. twins, triplets, etc, are accommodated because what is being recorded under the variables “sex” and “survival” of the last live birth are the numbers of boys and/or girls. The question to be asked should be modified to “*How many are still alive?*”

❖ Is this child still alive? if there was a single birth in Q26.

If the child is still alive and was with the mother on the census night, check that the age given in column for age of this child agrees with the year of birth.

Note that births occurring after the census night are not to be recorded.

Section F: Living Conditions

This section seeks information on the living environment and touches on such aspects as access to electricity and toilets, sources of drinking water etc.

Responses to Questions 28 to 33 are pre-coded and you have to circle the correct response in the last row for the appropriate question.

Q28 Tenure status of the household

This refers to the arrangements under which the household occupies its living quarters in the nature of its right to be there. The categories, for which you are to circle the appropriate one, are:

1 Owner/purchaser

An owner or purchaser is one who owns the house or is in the process of buying it with a mortgage or through the Government's home ownership scheme or is renting to buy.

2 Tenant

A tenant occupies the whole dwelling unit and generally pays electricity and water charges to the urban authority as if she/he owned the property. The terms of renting are under a written agreement.

3 Lodger

A lodger rents whole/part of a dwelling unit, which belongs to an owner/purchaser or is under a tenant. Terms are not normally under a written agreement.

4 Tied accommodation

A person living in tied accommodation occupies it by virtue of his/her job. The accommodation belongs to the employer and is made available as part of terms of employment. If the person leaves the job, s(he) is required to move out of the dwelling unit.

Examples of this type of tied accommodation include:

- ❖ plantation and commercial farm compounds;
- ❖ industrial and factory compounds;
- ❖ domestic workers' quarters;
- ❖ railways and other industrial accommodation;
- ❖ staff houses provided in schools.

5 *Other*

This category includes those staying free in dwelling unit but constituting a separate household.

Q29 Type of dwelling unit

This refers to the kind of housing occupied by the household. Emphasis should be on dwelling units used only including the kitchen. Any other buildings are not necessary.

The explanations of these categories are as follows:

1 *Traditional*

This is the old style family settlement in which a number of buildings are made of pole and dagga/bricks with thatched roofs and are used for living.

2 *Mixed*

This type is found in old style family settlements where one or more of the buildings in a cluster is built of materials more modern than pole and dagga/bricks and thatch.

If, for example, one of the buildings is of brick with a corrugated iron roof and the rest are of pole and dagga, the type of dwelling is considered "mixed".

3 *Detached*

This is a structurally separate dwelling that is built of materials other than pole and dagga. Access to the street is by means of a path, or step, directly on the pavement, not shared by other dwellings, and which can be properly regarded as part of the house and/or its garden. A main house (modern) and outbuildings (modern) on one stand/plot are

considered as detached.

4 Semi-detached

This consists of one of two dwellings with a common wall between them, with their gardens separated by, e.g. a fence, hedge or wall and whose access to the street meet the conditions as given for the detached house.

5 Flat/Town-house

One of three or more dwellings in a line or row, divided by common walls, with their gardens separated by fences, hedges or walls, and whose separate accesses to the street meet the conditions as given for the detached house. In rural areas the supervisor is to check if such type of dwelling units are found.

6 Shack

Dwelling unit constructed out of any cheap, locally available material such as plastic and wood material.

7 Other

This may include temporary dwelling such as a tent, houseboat or bunker and caravan that is not intended for permanent occupation.

Q30 Electricity

The responses, irrespective of source, are:

- 1 Yes
- 2 No

Q31 Water for drinking and cooking

The question asks for information on the:

- a) main water source; and
- b) the distance to that water source, measured from the kitchen.

The option 7 ‘Other’ under question 31 includes: water tank and bowser.

If the main source of water varies during the year, record the source most usually used and if the main source is “*Piped water inside house*”, then the distance is not necessary, and is automatically coded as “1” on the questionnaire. Probe to make sure that you obtain the correct source of water for drinking and cooking.

Q32 Toilet facility

This information can be used in obtaining a measure of sanitation level of the household since these facilities are important for disease control and health improvement. Please note that it is access to a toilet facility that is referred to here and not the ownership.

Some explanations on the categories are as follows:

1 *Flush toilet*

Water carries the waste down a pipe whether the water is piped onto the toilet or poured in by buckets.

2. *Blair toilet/VIP (Ventilated Improved Pit Latrine)*

A special ventilated pit latrine protected from flies and which ventilates odours away from the latrine itself.

3. *Pit toilet*

A pit or latrine dug into the earth.

4. *Communal toilet*

Refers to a shared toilet as in compounds.

5. *None*

Q33 Main source of energy for cooking

This refers to type of energy mostly used during the year.

The “other” category may include cow dung, straw, diesel etc.

If the household uses electricity check whether the dwelling has electricity in Q30. Probe and make comments if the responses are inconsistent.

Section G: Deaths in the Household

Introduce section by saying, “In this section I would like to obtain information on all deaths that have occurred in this household in the last twelve months. The deceased persons must have been usual members of this household.

The data on deaths required here refers to deaths in the last twelve months of individuals who were living with the household. There is a slight shift from the de facto method to the de jure on this particular question on deaths. Members who usually lived with the household are to be captured. The deaths should not be confused with deaths in the family. Deaths that occur after the census night are not to be recorded. The order of asking this question is as follows:

Q34-37 Deaths in the household in the last twelve months

First establish if there were any deaths in the household by asking “*Did any deaths occur in the household in the last twelve months?*” Circle the appropriate answer.

If the answer is “*Yes*” establish the number of deaths and obtain, for each death, the following details:

Q35 Sex of the deceased

For babies and infants, one might need to probe further. Circle the appropriate response, i.e. either “1” for male or “2” for female and

Q36 Age at death

This refers to age at last birthday of the deceased and entries in completed years, should be made as follows:

- ❖ “00” for those under the age of 12 months;
- ❖ actual ages for those age “1-97” years;
- ❖ “98” for those age “98” years and over; and
- ❖ “99” for not known.

Q37 Maternal mortality

For deceased women age 12 to 49 years in Q36 and for deaths other than from an accident:

Did she die while pregnant, giving birth or within/about 1 month after giving birth?

Please note that this question intends to identify women who died due to pregnancy related problems. A pregnant woman, who for example, gets knocked down by a car, is not included.

Check responses given to make certain that you have recorded the responses correctly and accurately.

If more than 6 deaths occurred in the household, then proceed to the next questionnaire to complete the information. Remember to fill in *Section A*: Identification in such cases.

Section H: Total number of Persons in the household

Check the total for males, females and grand total for the household and record these in the appropriate boxes. Ensure the same totals for the household appear on the cover of the booklet.

Enumeration Administrative Details

Record the physical address, sign the questionnaire and enter the date of the interview. Place a sticker with the household number on the door of the dwelling unit.

After you have completed enumerating the whole E.A. check again to make sure that all the households have been covered.

If you are staying away from your household:

Have you been counted yourself?

Appendix 1: AGE DETERMINATION TABLE

If the birthday is before the census night, the age of somebody born in an identified year is the figure in the top left corner of the box. If the birthday is after the census night, the lower figure is the person's age.

**First
three
digits of
the year
of birth**

Last digit of the year of birth

	0	1	2	3	4	5	6	7	8	9
190-				98	98	97	96	95	94	93
				-	97	96	95	94	93	92
191-	92	91	90	89	88	87	86	85	84	83
	91	90	89	88	87	86	85	84	83	82
192-	82	81	80	79	78	77	76	75	74	73
	81	80	79	78	77	76	75	74	73	72
193-	72	71	70	69	68	67	66	65	64	63
	71	70	69	68	67	66	65	64	63	62
194-	62	61	60	59	58	57	56	55	54	53
	61	60	59	58	57	56	55	54	53	52
195-	52	51	50	49	48	47	46	45	44	43
	51	50	49	48	47	46	45	44	43	42
196-	42	41	40	39	38	37	36	35	34	33
	41	40	39	38	37	36	35	34	33	32
197-	32	31	30	29	28	27	26	25	24	23
	31	30	29	28	27	26	25	24	23	22
198-	22	21	20	19	18	17	16	15	14	13
	21	20	19	18	17	16	15	14	13	12
199-	12	11	10	09	08	07	06	05	04	03
	11	10	09	08	07	06	05	04	03	02
200-	02	01	00							
	01	00								

Appendix 2: SPECIMEN QUESTIONNAIRE

Appendix 2: SPECIMEN QUESTIONNAIRE

MASHONALAND EAST 3**4****Rural Districts**

Chikomba	301
401	
Goromonzi	302
402	
Hwedza	303
403	
Marondera	304
404	
Mudzi	305
405	
Murehwa	306
406	
Mutoko	307
Seke	308
Uzumba Maramba	
Pfungwe (UMP)	309

Urban Areas**3****4**

Marondera	321
421	
Chivhu Local Board	322
422	
Mutoko Growth Point	323
423	
Murehwa Growth Point	324
424	
Acturus Mine	325
425	
Ruwa Local Board	326
426	

427

428

429

430

431

432

433

434

435

436

MASHONALAND WEST**Rural Districts**

Chegutu
Hurungwe
Kadoma
Kariba
Makonde
Zvimba

Urban Areas

Chinhoyi

Kadoma

Chegutu

Kariba

Norton

Karo

Mhangura Mine

Mapinga

Danly Chakari Mine

Brompton Mine

Banket

Alaska Mine

Patchway

Sheckleton

Muriel Mine

Sanyati Arda

Mt Hampden

437
438
439

Raffingora
Chirundu

MATABELELAND NORTH 5
6

Rural Districts

Binga	501
601	
Bubi	502
602	
Hwange	503
603	
Lupane	504
604	
Nkayi	505
605	
Tsholotsho	506
606	
Umguza	507
607	

Urban Areas 5
6

Hwange	521
621	
Victoria Falls	522
622	
Kamativi	523
623	
Cement Siding	524
624	
Dete	525
625	
Binga Centre	526
626	
627	

MATABELELAND SOUTH

Rural Districts

Beitbridge Rural
Bulilimamangwe North
Bulilimamangwe South
Gwanda Rural
Insiza
Matobo
Umzingwane

Urban Areas

Gwanda
Beitbridge Urban
Plumtree
Filabusi
Shangani
Collen Bawn
How Mine
Esigodini
628
Vubachikwe
629

MIDLANDS **8**

7

Rural Districts

Chirumhanzu 801	701
Gokwe North 802	702
Gokwe South 803	703
Gweru Rural 804	704
Kwekwe Rural 805	705
Mberengwa 806	706
Shurugwi 807	707
Zvishavane	708

Urban Areas **8**

7

Gweru 821	721
Kwekwe 822	722
Redcliff 823	723
Zvishavane Mine 824	724
Zvishavane 825	725
Shurugwi Mine	726
Gokwe Centre	727
Shurugwi	728
Athens Mine	729
Lalapanzi	730
Buchwa Mine	731

MASVINGO

Rural Districts

Bikita
Chiredzi
Chivi
Gutu
Masvingo Rural
Mwenezi
Zaka

Urban Areas

Masvingo Urban
Chiredzi Town
Mashava Mine
Mupandawana Growth Point
Renco Mine

HARARE 9

Harare Rural	901
Harare Urban	921
Chitungwiza	922
Epworth	923

BULAWAYO 0

Bulawayo Urban	021
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AFRICAN COUNTRIES

Zimbabwe	000
Botswana	941
Malawi	942
Mozambique	943
South Africa	944
Zambia	945
Other African Countries	949

OUTSIDE AFRICA

United Kingdom	951
Other European Countries	952
American Countries	953
Asian Countries	954
Other Countries	959

Appendix 4: CENSUS AND STATISTICS ACT (CHAPTER 79)

1 Act

In addition to the above provisions, paragraph (b) of subsection (1) of Section 10 of the Census And Statistics Act (Chapter 79) states that no report containing particulars comprised in any statistical return such as will identify the particulars of the person by whom or on whose behalf the return was made shall be disclosed to anyone who is not employed in carrying out the provisions of this Act without written permission of the person by whom or on whose behalf the return was made.

The breaching of any of the foregone provisions will constitute an act of misconduct for which the perpetrator may be found guilty and liable to punishment.

2 Powers of Entry

The Census and Statistics Act (Chapter 79) by section 11 empowers an officer who has been properly appointed to take a census or collect statistics to enter and inspect any land and any premises other than a dwelling house and make such inquiries as may be necessary for the performance of his/her duties under this Act.

3 Secrecy

Official Secrets Act (Chapter 97)

Employees engaged in the enumeration will be required to observe the provisions of the Zimbabwe Official Secrets Act (Chapter 97) which, in short, forbids by the following sections: -

- S3. To indulge in any espionage activities prejudicial to the safety of Zimbabwe.
- S4. To communicate information on any secret official code or password or any model, article, document or information given to him/her under oath of secrecy.
- S5. To perform any acts which are prejudicial to the safety or interests of Zimbabwe.
- S6. To obstruct people guarding certain prohibited places or loitering near such prohibited places.
- S7. To harbour or conceal certain persons and failing to report information relating to foreign agents who are likely to prejudice the safety or interests of Zimbabwe.
- S8. To communicate with foreign agents proof of certain facts which may be useful to an enemy in his/her endeavors against Zimbabwe.

4 Acts Of Misconduct

All employees engaged in the 2002 census enumeration exercise will be subject to the Public Service (Disciplinary) Regulations, 1992. The following acts contained in the Second Schedule (Section 2) of the above regulations are deemed acts of misconduct by the following paragraphs: -

- P1. Absence from duty, including any abuse of sick leave, without good cause.
- P2. Improper, negligent, inefficient or incompetent performance of duties.
- P3. Failure to perform any work or duty properly assigned, or failure to obey lawful instructions, including circulars, instructions or standing orders issued by the Commission, the Treasury or the Accounting Officer.
- P4. Improper, threatening, insubordinate or discourteous behavior including sexual harassment, during the course of duty, towards any member of the public.
- P5. Hindering or obstructing any member of the Public Service in the discharge of his/her duty.
- P6. Unbecoming or indecorous behavior, during the course of duty, including the consumption of intoxicating liquor or drugs to excess.
- P7. Unbecoming or indecorous behavior, including the consumption of intoxicating liquor or drugs to excess, at any time or place in any manner or circumstances likely to bring the Public Service or any part thereof into disrespect or disrepute.
- P8. Theft of or failure to take reasonable care of or to account for, or making improper or unauthorized use of public moneys or the moneys of any statutory body, statutory fund or local authority.
- P9. Theft of or failure to take reasonable care of, making improper or unauthorized use of State property or the property of any statutory body, statutory fund or local authority, including motor vehicles, or failure to take adequate steps to ensure that reasonable care is taken of any such property, or failure to report at the earliest opportunity any loss thereof or damage thereto.
- P10. Failure to repay, within the stipulated period of repayment, any moneys advanced by the State or by any statutory body, statutory fund or local authority.
- P11. Unauthorized or improper disclosure or use of classified or confidential information.
- P12. Making or offering or accepting or receiving a bribe, gift or any other favor in connection with the discharge of duty.

- P13. Failure to report improper conduct on the part of any member of the Public Service.
- P14. Making a false report, accusation or statement against any member of the Public Service.
- P15. Practicing nepotism or any other form of favouritism in making or recommending any appointment or promotion to any post or office, whether within or outside the Public Service.
- P16. Making any false claim or return, including any claim for travel or subsistence.
- P17. Falsification of any official document or recording or causing to be recorded therein any false or incorrect information.
- P18. Giving false or incorrect evidence or information or failure to disclose material evidence or information in relation to any inspection, examination, investigation or inquiry in terms of these regulations or the General Regulations.
- P19. Failure to disclose any personal information relevant to any matter connected with the discharge of duties; and
- P20. Engaging in any activities or acts which are inconsistent or which have conflicting interests with your duties whether for remuneration or not, including the abuse of authority.

Appendix 5: GEO-CODE SYSTEM

1. Objective

The purpose of the Geo-code system is to enable a unique coding of the delimited census areas down to the smallest unit defined, i.e. the enumeration area (EA). The 2002 Population Census will use a ten-digit instead of the eight- digit geo-code system used in the 1992 Population Census.

2. Explanation of the 10 - digit system

Province	District	Ward	Sector	EA

The first digit (Province)

The first digit (1) defines the province to which an area belongs. Province in this case refers to the ten existing provinces.

The codes for the ten provinces are as follows:

1	Manicaland
2	Mashonaland Central
3	Mashonaland East
4	Mashonaland West
5	Matabeleland North
6	Matabeleland South
7	Midlands
8	Masvingo
9	Harare
0	Bulawayo

The 2nd and 3rd digits (District)

The second and third digits (2 & 3) define the Rural District and Urban Council Areas within each province. Within each province each administrative district is given a serial number starting from 01 and continuing upwards alphabetically until all districts in a province have been assigned codes.

Urban Council Areas (Municipalities, Town Councils and Local Boards) are given separate codes in the "district block" of the geo-code system. The serial codes to be given within a province would start from 21 and continue upwards until all such areas have been covered.

The 4th and 5th digits (Ward)

The 4th and 5th digits (4 & 5) are used to define wards within a Rural District/Urban Council. All the wards are given a serial code starting with 01 and continuing upwards until all wards have been covered. The existing numbering of Wards should be used. However, in districts where the numbering of Ward areas has been repeated by starting at Ward one (1) and continuing upwards for different land use sectors in the district, the Census geo-code numbering of wards will change the existing numbering into serial numbers covering the wards of the whole district.

The 6th and 7th digits (Sector)

The 6th digit is a sector/stratum code, which gives the land use type of area that is covered by particular EA. In order to cover the types of areas found in Zimbabwe the full range of digits from 0 to 9 is used. The range of definition for this code is as follows:

1	Communal Land
2	Small Scale Commercial Farming Area
3	Large Scale Commercial Farming Area
4	Resettlement Area
5	Urban Council Area
6	Administrative Centers (Districts)
7	Growth point
8	Other Urban Area e.g. mine and service centre.
9	State land e.g. national parks, safari areas.
0	Special Category EA – Army Camp and Prison

In cases where categories 5 and 6, and categories 6 and 7 overlap, the code to be used in the first instance is code 5 describing an Urban Council Area. In the second case the code describing an Administrative Center is used.

The 7th digit (Type of Household)

The seventh digit will stand for type of household. There are two types of households in the census, the private and collective households. The collective households, include households in special category EAs. The codes are as follows:

1	=	Private Households
2	=	Army Camp
3	=	Prison
4	=	Police
5	=	Health Institution
6	=	Educational Institution
7	=	Hotel/Guest House/Lodges
8	=	Refugee Camp/Squatter Camp
9	=	Other collective groups (nomadic, transit, orphanage, old people's home etc).

For example, for the geo-code, 5011217030 the sector code 17 is used for persons found in a hotel or guesthouse in an EA in communal lands e.g. Zambezi Lodge in Binga district.

During the 2002 census each household will have a separate form or questionnaire completed (each person for collective households) then the full code will be used with sector code reflecting both land use and type of household. Only this way can we capture and tabulate data on collective households, which are in EAs with predominantly private households. Before the census enumerators go for data collection they will copy the geo-code but leave out the space for the seventh digit blank. This code will be filled in after the household or individual has been interviewed.

The 8th, 9th and 10th digits (Enumeration Area Number)

The 8th, 9th and 10th digits (8, 9 & 10) are used to give a unique code to each EA.

The eighth and ninth (8 and 9) digits give a serial numbering of the EAs in a Ward.

A three-digit code is used for coding EAs. The 10th digit will allow the splitting of an EA in future while maintaining its original identity.

The example below shows how EAs will be split:

If in 2012 EA 5011217030 is found to have grown in size up to three times the population. The following EAs will be created:

The area will be split into 3 EAs. One EA will be assigned the code 5011217030, the other two will be coded 5011217031 and 5011217032. For any geo-code therefore if the last digit is zero it will have a parent EA. This way data from past censuses or surveys can be compared since it will refer to the same areal units.

During the mapping exercise all EAs will end with a zero digit since we are beginning to use the new geo-code system. Changes in the EAs mapped in 2000/2001 period will be reflected when we update our household surveys sampling frame after the 2002 census.

In using this geo-code system, assigning of codes to areas at lower levels should be done within the framework of the level immediately preceding it – i.e. the serial numbering of areas should be done within, for example, the framework of each individual province in the case of districts, and within the framework of each individual district in the case of wards. It is imperative that each area is assigned a unique code that can only refer to that particular area. It is also imperative that no gaps or overlaps between areas occur. Finally, the areas defined at lower levels must in their aerial extent be completely defined within the area preceding at the next higher level, and hence, ensure that no crossing of defined province, district and ward boundaries occurs.