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CENSUS MAY 2010

ST. LUCIA ENUMERATOR'S MANUAL

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OVERVIEW

The Enumerator's Manual is a comprehensive guide to the field aspects of the census activity. It outlines in detail what is expected of the enumerators, in terms of the procedures involved in the actual enumeration of the households. The manual also gives very specific instructions with respect to the various questions within the 2010 Population and Housing Census questionnaire.

A population and housing census is the single most extensive, complicated, and expensive statistical operation that a national statistics office undertakes. The census provides a snapshot – a portrait – of a country's population at a particular point in time. This point in time is called Census Night. The census is the benchmark for nationwide statistics, not only at the national level, but also at sub-national levels, down to the country's smallest statistical geographical unit, the "enumeration district" (ED).

Since a census is a complete enumeration of all households and persons, there are financial limitations to the amount and level of sophistication of information that can be collected. Complicated, detailed, and specialized information is usually collected in follow-on survey samples – the second part of a country's integrated statistical system – rather than in the census.

The success of a census depends on many factors. The two most important criteria are:

1. The level of complete coverage achieved, and
2. The quality of the collected information.

Coverage and quality are the two key words that should be at the back of your mind during the entire census operation.

The importance of the Enumerator's Manual cannot be over emphasized. The Enumerator's Manual is to be used as a practical guide for enumerators and supervisors. All field staff must therefore be thoroughly familiar with the contents and hence instructions of this document. Failure to become conversant with the Manual will create problems on the field. Every effort will be made at the training sessions to ensure that concepts, definitions, procedures and tasks are thoroughly understood. **Your responsibility is to read and to understand the contents of this manual.**

Much of your success as an Enumerator will depend on the cooperation you are able to obtain from respondents. This will depend largely on your approach, tact, patience, self-confidence and a thorough knowledge of your assignment. As an enumerator you will inevitably be faced with challenges on the field. Do not hesitate to consult with your supervisor. A great deal is expected of all field personnel, in terms of dedication, commitment and thoroughness in completing the enumeration exercise. A field supervisor will be responsible for a number of enumerators, will monitor their work and attend to any problems, which may arise while the field work is being done. You and your supervisor must discuss any issues that you cannot handle yourself. She/he also acts as a link between enumerators and the Census Office.

At the Census Office, the completed questionnaires are checked, coded where necessary and made ready for processing by scanners and computers which are programmed to provide statistical tables for publication and dissemination.

INTRODUCTION

This manual is intended to provide guidelines for the training of census field staff, including supervisors, editors and enumerators.

The 2010 Population and Housing Census will be an extensive exercise covering all of the population and geographic areas throughout the country.

As such, there would be need for field personnel, well trained in interviewing skills and who have acquired a thorough knowledge of the census questionnaire and related documents. Foremost there must be a keen sense of commitment to the exercise.

A major aim of this manual is to ensure that a uniform and standardized approach to training is adopted, by which the entire field staff will be in a position to carry out their duties as expected by the Central Census Office.

The guidelines set out in the manual, are intended to minimize conflicts in the interpretation of key concepts employed in the census documents and facilitate the information transfer in an orderly and effective way.

This Enumerator's Manual will cover:

1. the meaning of key concepts and how they are employed in the data collection exercise;
2. the procedures to be followed during census enumeration, including:
the use of maps to locate areas, buildings and households; the questions which will be asked of respondents in gathering of information and the system of communication and document control;
3. techniques of interviewing and dealing with problem situations;
4. the tasks which will be undertaken at specific times during the census -i.e post census day activities etc.

Mastering of the material contained in the manual places the enumerator in an informed position to conduct the enumeration exercise in the manner required.

PART I

1.1 WHAT IS A POPULATION AND HOUSING CENSUS

A modern population and housing census is the process of collecting, compiling, analyzing, and publishing demographic, socio-economic, and environmental data pertaining to all persons in a country and the national housing stock at a specified time. A census is a form of national stocktaking. Since the census is a complete count of the population and living quarters, it provides detailed benchmark data on the size of the population, age structure, educational attainment, economic activity, disability, housing, and household amenities as well as other major socio-economic characteristics.

1.2 IMPORTANCE OF CENSUS 2010

The 2010 census is a count – or inventory – of the population and housing of St Lucia on May 10th 2010.

Census information will reveal trends in St Lucian life. Strategic planners in both public and private sectors see the needs of present St Lucians and they can better forecast the probable needs of future St Lucians.

It is a great national project underpinning our democracy, playing its role in providing information for the determination of electoral boundaries; the allocation of financial assistance grants by the Ministry of Social Transformation, guiding the poverty reduction interventions of key agencies like the St Lucia Social Development fund.

It will involve detailed data collection of people living in all of the most remote communities in St Lucia, in our hospitals and prisons; in addition it will involve a count of the passengers on the cruise ships and yachts. The disabled, sick, poor, unemployed amongst us will be contacted to allow us to document their situation and thereby place the public, government, funding agencies, the private sector in a position to provide solutions to these issues.

Where do people need roads, electricity, breast cancer screening clinics, hospitals, schools and sports grounds? What are the differences in the age structure of our communities and districts and the consequence of this for the provision of social services at the community level? Where are the best locations for retail outlets, manufacturing establishments, entertainment facilities?

In addition, government planners need accurate information in order to create and maintain necessary social and economic programs to ensure maximum use of public funds. The goods and services we buy would cost even more if business and industry were handicapped by lack of factual statistics on where people – potential consumers – are located.

1.3 GENERAL INTRODUCTION

1 Who provides the census Information?

Ideally, every individual in the household should be interviewed, but this is not always possible. It is therefore permitted for any responsible adult give the information about all the persons in that household, provided that he/she knows all the required answers.

2. Census Information is Confidential

The law requires that all information collected from the census must be kept confidential. You, and all other field staff, as well as employees of the Census Office, will be required to take an oath that you will not reveal any Census information to anyone who is not a sworn employee of the census organization. This means that you will not divulge any census information, under any circumstances, even to members of your family. The Statutory instruments of the Census Regulation states that:

Penalties. Enumerators, Supervisors and all other census employees are liable to prosecution under section 9 of the Ordinance for divulging information obtained during the conduct of the census. The penalties include a fine and/or imprisonment.

The following simple “**DOS**” and “**DON'TS**” will help to ensure that you avoid problems of confidentiality.

SOME “DOS”

- **DO** carry your identification card and show it upon introducing yourself.
- **DO** check that you are talking to the correct person if you have to phone back to discuss the questionnaire.
- **DO** treat the respondents with respect. This applies no matter how this person looks to you. Remember looks are deceiving.
- **DO** remember that confidentiality covers ALL information obtained during your duties, including anything you are told or observe for yourself.
- **DO** take a positive line on confidentiality. Reassure the respondents, by your actions that you take confidentiality seriously.

SOME “DON'TS”

- **DON'T** talk about individuals with other people. In the Office be discreet. Even a causal remark is a breach of confidentiality.
- **DON'T** give questionnaires with any information, even if questionnaires are incomplete, to anyone outside the Census Office.
- **DON'T** discuss controversial topics, such as religion or politics with a respondent during the interview whether or not you agree with it.

- **DON'T** leave any questionnaire with information unattended. Keep them with you at all times when in the field and store them safely at home.
- **DON'T** let any unauthorized person be in your presence while you are conducting an interview.

In addition, **all** materials issued to you must be returned to your supervisor so that they may be carefully stored or destroyed.

3. Census Information is not published on individuals

Some of the persons whom you interview may hesitate to answer some of your questions. This is understandable since you are asking information, which they do not usually make available to strangers. You may put them at ease by telling them about the conditions under which you are collecting information. These are:

- (a) All persons engaged on the census have taken an oath of secrecy, whether they are working on the field or in the Census Office. There are severe penalties in place for enumerators (or other census staff) who talk to unauthorized persons about census information provided by respondents and those who do not treat census records as confidential. Show the respondent the section of the act which you have in your possession which addresses the issue of confidentiality and the penalties for its violation.
- (b) Information collected is kept strictly confidential. It is against the law for any census worker to divulge information to any unauthorized individual or organization. No information about any individual can be made available to any agency, not even to another government department.
- (c) No personal information or micro data will ever be released. The information collected will be used solely in the tabulations indicating the TOTAL size and structure of the population cross classified by various general characteristics.
- (d) Respondents are required by the Statistic Act to supply information to census enumerators. Penalties include a fine and/or imprisonment. However, we ask that respondents cooperate willingly.

4. The Importance of your Role in the Population and Housing Census

1. As an enumerator you play vital part in the Census operations. You are one of the many important links in the entire operation. Every effort must be made to obtain complete and accurate answers to questions and to record these according to given instructions. You can only do this if you really understand the instructions and ask your supervisor when you are unsure as to how to deal with certain situations.
2. The accuracy and quality of the Census data depend to a very large extent on the thoroughness with which you and your fellow enumerators perform.

3. The respondent must also co-operate with you. Your manner of approach, mode of dress and speech will help. Our publicity programme will make your task easier but you must also try to display patience, confidence and tact. These qualities are the prerequisites of a good enumerator.

5. Objections to the Census

Some people may refuse to answer census questions. If so, you still must get Last Resort information (See Part 7.1 and 7.9). Most people will be cooperative. The best way to handle people who do not want to cooperate is to be prepared for the questions they are going to ask you.

Objection: These questions are none of the government's business.

Possible

replies:

- 1 All your answers are confidential. By law, the statistics office cannot give individual information to other agencies.
- 2 Our laws protect all the information you provide, including your address. The public laws of our country restrict the Census Office from giving any information about you as an individual.
- 3 Respondents can skip questions they find objectionable. You can say: "Let me start reading them so you can see what they're like, then skip any you do not like." (THIS APPROACH SHOULD ONLY BE USED AS A LAST RESORT)

Objection: The census is a waste of time and money

Possible

replies:

- 1 The census is done as inexpensively as possible. It is conducted by countries the world over.
- 2 Many public programs use census data: Directly or indirectly, the census affects each of us.
- 3 Governments, businesses, local and international organizations use census statistics for all kinds of planning purposes.
- 4 Researchers use census data to study our society and to execute further research in the form of poverty assessments and opinion polls.
- 5 The census is a good investment in our future. Governments, businesses, international and local organizations use census data to develop social and economic policies and services that will affect all of us.
- 6 The census is a benchmark for all future studies.
- 7 Students make extensive use of the census data for SBA's

Objection: I don't have time for this.

Possible

replies:

- 1 The Population and Housing questionnaire takes less than an hour.
- 2 Your participation is important to our community and our country. Your time will ensure that the census figures account for all of us. The figures will be used to determine eligibility for grants, public services, and so forth.

- Objection: I don't think the government has the right to do a census.
- Possible replies:
- 1 Laws require that our country take periodic censuses.
 - 2 A census is an important part of our development. It ensures that local programs receive their entitled funding, grants, etc.
- Objection: How do I know that any information I give will be kept confidential?
- Possible reply: Our country's laws provide that all information collected in the census must be held in strict confidence and may be used for statistical purposes only. Any employee who wrongfully discloses any information obtained through the census is subject to a fine and/or imprisonment.

6. Standards of Performance

Your assignment must be completed within the four week period after May 10, 2010 which is Census Day. The preparatory work that went into planning the 2010 Population and Housing Census has ensured that your workload can be accomplished in the allotted time. Account was taken of the variable terrain and density of population, among other factors.

The following points will assist you in timely completion of your task:

1. *Efficient Conduct of Interview*
Only through familiarity with the instructions will you be able to conduct your job efficiently and accurately. Questions should be asked directly as stated on the questionnaire and the respondent should be given time to respond.
2. *Reduction of call-backs*
You can do this by carefully planning your visits when respondents will be home. After properly identifying yourself, obtain some help from neighbours as to what time members of the household are most likely to be home or leave call back cards where it is possible.
3. *Planning your travel*
Hold travel to a minimum by planning. This can be achieved by grouping your call-backs and making appointments wherever possible.
4. *Familiarity with the Enumeration District (ED)*
Your Supervisor will provide you with a map and a pre-census visitation record booklet and is responsible for showing you your ED and its boundaries as well as the path you must use to traverse the ED in order to locate the buildings and enumerate the households. This can usually be accomplished by following the direction of the arrows drawn on your map and the listing of addresses on your pre-census visitation record. You must be familiar with your ED map and pre-census visitation record. Your supervisor will inform you of any variation that may have occurred in cases of new developments and buildings that are not

captured on your map and pre-census visitation record. This is important. You must avoid double counting or undercounting of the population.

5. *Pre-Census Visitation Record (PVR)*

The Census Office has in the last six months visited almost every household you will be enumerating during the conduct of the Census as indicated by the pre-census visitation record (PVR). You will however be doing a more in-depth interview with households within your ED when you enumerate them. Pre-census visitation (PVR) records are completed to ensure that your duties are performed to the required standard and to ensure completeness of your coverage of the Enumeration District.

6. *Re-interview*

Your supervisor will re-interview a sample of the households you enumerated to ensure your performance attained the required standard and to check on the completeness of your coverage within the Enumeration District.

7. Training

Prior to the commencement of fieldwork, enumerators will be trained at specified locations for a period of time. This training will include:

- 1 Exposure to all forms and documents to be utilized in the Census. For example, the Pre-Census Visitation Record (PVR), the Visitation Record (VR), Household questionnaire, the Person Questionnaire, Institutional questionnaire and various Manuals.
- 2 Reading, interpreting, correcting and updating ED maps.
- 3 Basic guidelines concerning interviewing techniques will be discussed.

At the training sessions, the enumerator's manual will be explained and discussed in detail. In addition, extensive use of mock interviews will be utilized, whereby you will be given the opportunity to participate as respondents and enumerators with other enumerators. It is imperative that you attend all training sessions, as this will equip you with the necessary tools required to become an efficient enumerator.

8. Interviewing Techniques

In the case of the Census, a very organized structured questionnaire format is provided. The interview itself is conducted face to face with the person regarded as the head of the household, if that person is available, however, a responsible adult member of the household will suffice. An exception to this rule however occurs with the sections on Education, Economic Activity and on Fertility where women 15 years of age and over should be interviewed alone because of the personal nature of the questions. (See full-page illustration below that you can carry separately.)

The following are some of the major points in conducting a successful interview:

INTERVIEWING TECHNIQUES (Cheat sheet)

How are you dressed?

- Make a good impression by dressing appropriately for the neighborhood.
- Some people judge others by their dress and may not open the door for someone who appears messy or unkempt!

Be flexible. Answer questions

- People will react to you differently. However, you must always remain cordial and polite.
- Always try to smile
- Be prepared for all types of questions and give honest answers.

Introduce yourself, but be flexible.

Your introduction is important. You must:

- Identify yourself
- Explain that you represent the census office
- Explain that you are taking the 2010 Population and Housing census
- Hand the respondent a Privacy Notice

Ask all the questions.

There are some simple rules to follow:

- Ask the questions using suggested wording
- Ask all questions in the order shown on the census questionnaire
- Do not assume any answers
- Understand why the questions are important so you can explain this to the respondent

Probe if a person's answer isn't satisfactory.

Occasionally a person's answer may be confusing or unclear. In these cases, you should probe for more information. The most common types of probes are:

- repeating the question
- asking for more information
- asking for an estimate, if appropriate
- pausing to give the person time to think
- zeroing in on the answer so it fits one of the categories on the questionnaire

Never put answers in the person's mouth.

Thank the person for cooperating.

- Always try to leave the respondent with a good feeling toward the census.
- Express your appreciation for the person's cooperation.

9. Appearance

Wear neat, conservative clothes suitable for the area you are interviewing. First impressions are important. Remember you are representing the Central Statistical Office.

10. Introduction

Having made the initial contact with the household, identify yourself as a representative of the Central Statistical Office and present your Census identification card. Hand your privacy notice to the respondent.

Be sure the respondent clearly understands who you are and whom you represent. The following introduction is recommended:

‘Good morning Sir/Madam. I am an Enumerator hired by the Central Statistical Office to undertake the Population and Housing Census for this area.’

11. During the interview

1. Read the questions exactly as worded and look at the respondent when asking questions.
2. Never anticipate or assume answers to be given. Wait for respondents to complete their answers and ask all questions in the format given.
3. Never by word, action or gesture, indicate surprise or disapproval over an answer. Maintain a professional attitude and disposition.
4. Ensure that you keep the interview flowing. Do not rush or pause unduly between questions. If you appear to be in a hurry to complete your questionnaire, respondents may give inaccurate or incomplete answers. If on the other hand, there are too many pauses, the respondent may lose confidence in your ability.
5. **DO NOT** address the respondent by first names unless invited to do so.

12. Ending the interview

1. Before completing an interview you should check to make sure that all questions have been completed. Making corrections may be difficult after leaving the respondent.
- 1) **Make sure** that you obtain a telephone number where you can reach the respondent over the phone if necessary to verify any question you have when you review your work before submission to your supervisor.
- 2) Once your interview has been completed, you should make your exit in a very cordial manner. Please bear in mind that you have a rigid time schedule to maintain.
- 3) Thank the respondent for their time and co-operation.

PART II

2.1 DUTIES OF AN ENUMERATOR

1. Your assignment

Your principal responsibility is to make certain that you locate every building within your area and record particulars of all persons living in them. Your aerial photo which was shot in January 2009 will be especially helpful when you are doing this. Enquire at stores, shops, restaurants and other business places if any one lives there. Do not overlook the possibility of caretaker's quarters in churches, schools, cinemas and all other non-residential structures. Also look for temporary shacks or mobile houses which maybe located away from roads. In rural areas, especially, a track may lead to a dwelling. The census must include everyone residing in St. Lucia on Census Night. ***Ensure that your supervisor edits at least 3 of your first 10 questionnaires paying special attention to the checking procedure for census questionnaires included at PART IX of this manual.***

Within your enumeration district there may be hotels, boarding houses, nursing homes, hospitals, health clinics, police stations and other institutions. Detailed instructions on the treatment of institutions, some of which will require special methods of enumeration, will be given by your supervisor. You must, however, record the existence of these institutions on your visitation record. The total number of institutions will be stated on the summary page of the visitation record. The details of the address and building number for the institutions within the Enumeration District will be found in the listing of buildings contained in the visitation record.

2. The Census Visitation Record, ED Map and Pre-Census Visitation Record

The Census visitation record (VR) and the enumeration district map are designed to monitor your field visits during the Census enumeration. They are also used to construct a register of all households, business places and institutions in the country. The Census visitation record is a tabular list of households which you will build during the enumeration exercise whereas the enumeration district map contains a spatial/positional numbering of buildings. The Pre-Census Visitation Record (PVR) and ED aerial photo will serve as a reference to assist you in developing an accurate Census visitation record.

The Maps and the Visitation records will be used in selecting a sample for post-census checks and may be used also for the conduct of sample surveys during the inter-censal years. It is therefore vital for these documents to be accurately and completely filled in.

3. Post-Census Day Procedure

While the aim of the Census is to provide as accurate a picture as is possible of the population on Census Day (at midnight on Census night, to be exact) this cannot be accomplished satisfactorily in any one day. Therefore detailed interviewing takes place in the four week period after Census Day.

Before you begin interviewing, your supervisor will travel with you through your Enumeration District (ED) and show you your boundaries. You will also be given an Enumeration District Map indicating the starting point and the route, which you must follow to get to the stop point. Accompanying the Enumeration District map you will also receive a pre-census visitation record and aerial photo detailing the buildings, dwelling units, households and addresses in the sequence you are to follow in canvassing the Enumeration District, this along with your ED Map will serve as a principal guide to the buildings you go to and the households you visit.

As each batch of questionnaires is completed, it must be thoroughly checked by you and handed over to your Supervisor. Make sure that each questionnaire contains a contact telephone number for the respondent in each household you visit.

4. Your Supervisor's Responsibilities:

- (a) Give you your assignment
- (b) Supply you with your enumeration materials
- (c) Ensure that you understand the boundaries of the ED assigned to you.
- (d) Observe and review your work, bring to your attention any errors and/or inconsistencies and explain how you need to improve. Your supervisor has been asked to revisit some of the respondents after you have interviewed them as a check on the accuracy of the information.
- (e) See that you understand and follow the instructions in this manual and those given at training classes.
- (f) See that you complete your assignment within the specified time.
- (g) Receive your work at the end of enumeration and recommend payment only for work of an acceptable quality.
- (h) Be the link between you and the Central Census Office.
- (i) Assist you in solving any problems in the field.

You must at all times keep in close touch with your supervisor, letting him/her know where you may be found, meeting him/her at such times and places as he/she directs, and following carefully the instructions which she/he gives you. All appointments with your supervisor **MUST** be kept.

5. Your Enumeration Kit

In order to carry out your assignment your Supervisor will give you all the necessary documents and materials. These will include:

- (a) The Enumeration District Map with description of the boundaries. An aerial photo of your Enumeration District.
- (b) The Pre-Census Visitation Record (PVR).
- (c) The Census Visitation Record (VR).
- (d) An adequate supply of questionnaires.
- (e) A supply of Enumerator Transmittal forms

- (f) An identification card (ID Card)
- (g) Privacy Notices
- (h) 2B Pencils, eraser, sharpener
- (i) Income Flash cards, history card
- (j) Call back Cards
- (k) A bag for holding all materials
- (l) Census Enumerator's manual (from training)

Please note that all these supplies remain the property of the Census office and must be handed over to your Supervisor on completion of your assignment. Your claim for payment will not be met until all these materials are returned.

You will receive, in addition, **a letter of appointment** as a Census Enumerator, which must be carried around with you, along with your **ID card** and privacy notice, at all times that you are working as an enumerator. Always show your identification to establish the legality of your position as a Census Enumerator.

6. Your Hours of Work

You should not expect to work regular hours during enumeration. You will have to adjust your working hours to the times when you are most likely to find people at home and this often means making calls in the late afternoons, early evenings and on weekends. If you go to the field with company for safety purposes, they should remain discretely out of sight. On completion of the interview do not discuss anything about it with your company.

7. Your ED Map and the Pre-Census Visitation Record

Your Enumeration District Map (ED) and the Pre-Census Visitation Record (PVR) are of extreme importance and serve several purposes:

- (a) They are the basic instruments for locating the dwelling Units to be interviewed.
- (b) The ED Map identifies clearly the boundaries of your workload/assignment.
- (c) The ED Map provide a specific route for you to follow to complete enumeration.
- (d) The ED Map provides a one-to-one link with your Census Visitation Record (VR). Therefore each building that you visit must be serially numbered on your map with the corresponding number in your Census Visitation Record. There should be a close similarity between the numbering sequence on your Census Visitation Record (VR) and the numbering sequence on the Pre-Census Visitation Record (PVR).
- (e) The ED Map provides a picture (geographic extent) of your work in the field.
- (f) The ED Map along with the PVR permits the Census Office to check for completeness of coverage.
- (g) They eliminate omissions and duplications of enumeration.

Every effort has been made to up-date your Enumeration District Map prior to the census. You may, however, need to make corrections on the map itself during enumeration, such as crossing out demolished dwellings, drawing in new buildings, and correcting or adding street names as necessary. However, should you discover a dwelling that is not on the map, ensure that you mark its location on the map and record the address on the Visitation Record using the next available building number. Also record this building number on the map. Whenever you are in doubt, seek clarification from your Supervisor.

8. Know your Enumeration District

The boundaries have been clearly marked on your Enumeration District Map and the starting and finishing points indicated. If a street, road, river, canal, alley, road junction or other permanent feature forms one of its boundaries, be sure you know which side of it is in your district. Other landmarks and building structures that do not contain dwellings will also be indicated on the ED. Ensure that you do not enumerate households that are not within your ED as this will result in double counting of the population.

On the other hand it is important that you do not overlook or forget to enumerate any household in the district that has been assigned to you. Every household in your district no matter how remote must be enumerated.

If a householder tells you that an enumerator has already collected information from him and you are convinced that the household is located within the boundaries of your district report the matter immediately to your supervisor. It may be that some other enumerator is working in your district by mistake and there will be double counting of the population.

9. Ensure that you locate all buildings

You must locate every building in your enumeration district. Number each building on your map in serial order beginning at 001. These building numbers must correspond with the building numbers entered in the Visitation Record and bear a close similarity to the numbering sequence in your pre-census visitation record which was completed within the six month period prior to the census. In cases where you should have numbered a building and did not, assign the next available number, DO NOT ERASE AND RENUMBER.

It is especially important in covering rural districts to ensure that all sections of your Enumeration District, especially those that appear to be uninhabited, are carefully examined in order to locate buildings, your pre-census visitation record will be helpful in this process. The aerial photo we will provide you with will also be especially helpful in assisting you with the location of buildings which may be hidden or difficult to reach. It has been found useful in rural areas to make a chalk-mark in an appropriate spot on each building visited in order to avoid later double counting.

PART III

3.1 ENUMERATION PROCEDURES

You must always remember that you are approaching persons to ask them for information that they do not normally give to strangers. While, by law, any person who refuses to give the required information is open to prosecution, your job will be made much easier, and you are likely to obtain more accurate responses, if you do not have the need to emphasize this point. Be familiar with the importance of the census to the nation and how the information will be used to make decisions by individuals, community groups, government, local and international institutions to improve living conditions for those persons in your ED and by extension for the whole country (See Page 9, Importance of the Census).

You will establish a more harmonious situation if you are polite at all times, seeking (not demanding) cooperation and are prepared to explain the purpose of the census using the material provided in this manual. You must be clean and neatly dressed.

There are seventeen basic steps in carrying out a successful census enumeration. You must follow these steps, in order, as given below:-

- 1) Contact a responsible person (i.e. any person fifteen years and over) in each building visited, SHOW YOUR ID CARD (i.e. your census Identification Card), and explain why you are calling.
- 2) Show your privacy notice were instructed to do so or if requested by the household.
- 3) Determine if the building contains dwelling units or business establishments or both. If the building contains dwelling units occupied by households with residents continue.
- 4) Find out how many households live there by an introductory question, such as: “can you tell me who lives here, please?” Remember that a household is defined as “Those persons who usually sleep most nights at the dwelling and share a daily meal or other living arrangements”
- 5) If more than one household is found in the dwelling, then deal with each one separately before moving on to the next;
- 6) Ask for the **Name of the Head of Household or Establishment/Owner** and complete columns (1) to (19) on the Visitation record. Remember that the Head of the Household is defined as that person who is acknowledged as such by the other members. This person is sometimes referred to as Person 1, for purposes of reference, and is the first person listed on the Listing of Household Members. Note that if a household head cannot be established you should assign a responsible adult reference person as the head. If the dwelling unit/establishment is vacant or empty complete the relevant columns and indicate such in the space for the Name of Household Head by writing in the word “Vacant”.

- 7) Enter the ED, building, dwelling and household numbers along with the address of the household on the front cover of the questionnaire. These numbers must agree with those on the Census Visitation Record. The building number placed on the Census enumeration district map must also agree with the building number placed on the front of the questionnaire and in the visitation record.
- 8) Ask the respondent for a phone number in case items on the questionnaire need to be verified at a later date and enter this number on the front page of the questionnaire.
- 9) Locate the building number from the pre-census visitation record (PVR) or aerial photo which corresponds to the building number recorded at column 2 on the Census Visitation Record (VR) and complete column 7 with this number. The name of the head/owner of business and the address of the household(s) resident in the dwelling unit(s) of the building will help you relate column 2 to column 7 if the name of Head/Business is written on the PVR.
- 10) Complete the Visitation Record (except cols. 12 – 19) before completing the questionnaire for members of the household.
- 11) Enter the date and time that enumeration began at the bottom of the front page of the household questionnaire.
- 12) Enter your name on the line provided for the interview. Your Supervisor will enter his/her name when your work is being reviewed. The Other lines should be left blank, they will be used at the Census Office.
- 13) List the members of the household on page 2, entering the name of the Head of Household on line 1.
- 14) Remember that Section 2 – Housing is to be completed only once for each household. In a multi-household dwelling the dwelling questions (Q11 – Q17) in Section 2 should be completed only for one of the households.
- 15) Complete a person questionnaire for each member of the household.
- 16) REMEMBER to probe for infants, elderly, new born babies, disabled and persons who died but were members of the household at midnight on the 10th May 2010. Make sure that you have not missed any unrelated members of the household sharing accommodation with the household be enumerated/interviewed.
- 17) When enumeration of the household and all its members is complete, fill in columns (8) to (11) and record the time and date interviewing ended in the Record of Visits on the front page of the questionnaire.
- 18) Confirm, to be sure of complete coverage, whether any part of the building might be occupied separately and independently from another or other households before moving on to another building.
- 19) Be sure to check the questionnaire before leaving the household to ensure that all questions, which should have been answered, were either X'ed and/or the response written clearly.
- 20) When interviewing ask the question wait for an answer, if after a brief period an answer is not forthcoming continue by reading the various categories.

Since this assists the respondent in getting an idea as to the type of answer expected.

IMPORTANT NOTE

DO NOT TRUST YOUR MEMORY DURING AN INTERVIEW. RECORD THE RESPONSES TO ALL RELEVANT QUESTIONS BY PLACING AN [X] IN THE APPROPRIATE BOX DURING THE COURSE OF THE INTERVIEW.

PART IV - THE ENUMERATION DISTRICT MAP

4.1 ENUMERATION DISTRICT MAPS

A map is a means of communication. It can be packed with detail or be very simple in content yet still contain an overall message. Maps are designed for a specific purpose. For example, a road map emphasizes transportation networks; a demographic map highlights centres of population; and a soil map indicates the locations of various soil types.

Changes in man-made features, more than natural features, cause maps to be outdated, new roads are constructed, new settlements appear and urban areas expands. On the other hand some landmarks and streets disappear, boundaries are moved and houses demolished due to natural disasters. For censuses and surveys, maps that are as up-to-date as possible are used to assure that enumeration districts (E.D.)'s are properly identified and features used as boundaries are clearly defined.

Enumerators who have difficulty locating and identifying their E.D. can also use the numbered aerial photo provided with the enumeration district map, this photograph is based on a fly-over done of the island in January of 2009. However, in some cases the ED map will not be completely up-to-date particularly in areas which have grown rapidly in the past 18 months so that corrections may have to be made in the field and documented on the ED maps.

1. Reason for checking E.D.

Supervisors need to verify that the map of the E.D. is correct and that the map boundaries and landmarks correspond with the actual physical features of the area. The map should be such that the enumerator can use it and find his/her way around his/her E.D. easily. Keep in mind that your main objective in checking the E.D., is to discover ahead of enumeration the problems the enumerator may run into and to instruct them in advance how to handle possible problem areas.

2. Use of E.D. maps

The primary purpose of delineating enumeration districts (E.D.)'s is to divide the country so that each part is enumerated once. With his/her individual E.D. map, the enumerator can accomplish the following:

- 1) Locate the enumeration district using landmark and peripheral information provided on the map;
- 2) Determine precisely what area he/she is to cover following the delineated boundary lines and written description;
- 3) Following the route of travel systematically by using the START point, the canvassing arrows and the STOP point;

- 4) Number the buildings on the map so that they can be identified for possible return visit or quality checks to be done by the supervisor;
- 5) Estimate the distance involved in travel from point to point;
- 6) Add new street names, cross out features that no longer exist and otherwise update the map for future use;
- 7) Identify and name landmarks such as schools, churches, parks, cemeteries, play grounds, public buildings, commercial/residential and industrial buildings.

The accuracy of distance from one feature symbol to another as shown on the map is less important than the accurate placement of the symbols in relation to each other. For example, whether or not a feature is shown 50 metres from a road is not as important as showing it on the correct side of the road.

3. Standardization of information

Information will be shown in a standardized format; i.e., certain items and symbols will be the same on all maps. Some of these items are:

- 1) Complete title identifying the administrative area that is covered. This title block gives the required information necessary for identification.
- 2) North arrow for use as a directional guide.
- 3) Graphic scale in metres divided into increments.
- 4) Consistent placement and format of title block.
- 5) Use of mapping specification.
- 6) Canvassing arrows with a start point and stop point.
- 7) Landmark and Peripheral information.
- 8) Adjoining E.D. numbers.
- 9) Names of schools and public buildings, e.g., health centres, community centres and police stations, etc.

4. Orientation

Orientation is the basic operation in determining direction of a map. To orient a map, the most important pieces of information are the north arrow and the symbols representing the ground features.

In the field, the map should be aligned with the ground. To do this, it is necessary to find objects on the ground, which are represented by specific symbols on the map such as a school or highway. The map should be held so that features on the map line up with their corresponding features on the ground. When the map is properly oriented, it is possible to identify any ground object and its relationship in direction and distance with any other object on the ground.

5. Administrative and Enumeration District Boundary

E.D. boundaries, which are not administrative divisions, observe natural features such

as rivers, ravines and man-made features such as roads or paved drains. The feature selected is one which is easily seen and clearly identified both on the ground and on the map.

Occasionally, the use of invisible lines for E.D. boundaries cannot be avoided. Offset lines and extended lines are two types of invisible or imaginary lines. An offset line is a line that parallels a main road at a specified distance, e.g.: at the rear of residential lots along the road. Extended lines are imaginary lines used as boundaries to connect one visible feature with another. An imaginary line is usually not used as an ED boundary if it passes through an area where households are located in an irregular pattern close to the imaginary line. Imaginary lines also do not cross each other.

If travel conditions exist within an area that will cause an enumerator to spend a disproportionate amount of time travelling between households, then the number of households per E.D. has been reduced to compensate for this difficulty. Terrain, settlement patterns, weather, poor and impassable roads, households and population size are factors, which have been used in determining the size of ED's.

6. Scale

Scale is the relationship of the distance between any two points on the map to the horizontal distance between those same two points on the actual surface of the earth. Without an expression of scale on a map, it is difficult to determine distance on that map.

The representation of scale used on the ED maps you will be working with are of a graphic form. The scale will enable you the map user to translate distances between points on the map into corresponding distances on the ground. By using the scale, enumerators can determine distances required for field checking/updating the maps, for conducting the enumeration. The scale is always shown on a census map, to understand the amount of travelling which will be involved in enumerating an E.D.

7. Map symbols

Census maps have a standardized legend. Symbols are drawn so that they are somewhat similar to the actual feature on the ground, you will be provided with a list of the symbols used on the census enumeration district maps. The symbols are easy to recognize and this will help decrease the chance of error and provide you with a guide you can readily understand.

8. No One is Home (Callback Procedure)

If no one is home when you first visit a housing unit and you do not know if anyone lives there, refer to Part 7.

If no one is home when you first visit the housing unit and you determine it is occupied:


- 1 Fill as much of the Visitation Record listing page line as you can.
- 2 Identify and number the building on your Census ED Map.
- 3 Leave a completed Census Appointment Record (or Callback Card). (See below)
- 4 Write the word “Callback” on the line in the Visitation Record. You will erase this and replace it with the Name of the Head when the household is interviewed.
- 5 From a knowledgeable respondent, try to get an occupant's number and the best time to call. If you are unable to get a telephone number, look up the occupant's name in the telephone book when you get home, if telephone service is available.
- 6 Attempt to contact the household by telephone or any other means three times within a two-day period before visiting again. Record each attempt on the Callback Record. The best times to call are evenings until 9:00 p.m. on weekdays and all day on weekends.
 - a Make an appointment for a personal interview.
 - b If the person refuses to be interviewed by personal visit, wait one day and revisit the housing unit. You must revisit all refusal cases. If the person still refuses to be interviewed, get at least Last Resort information. (See Part 7, Last Resort Information and Part 7, Person Refuses to Be Interviewed.)
- 7 You must visit an occupied dwelling unit, if it is not a refusal, four times before getting Last Resort information.
- 8 If a respondent calls you in answer to a Census Appointment Record, try to complete the interview over the telephone.
 - a Ask the respondent to read the identification information for the Household -- this will be the ED, Building and Dwelling Unit

numbers – from the appointment record. Use this information to determine which listing line is calling you.

- b If the respondent wants verification that you are a census enumerator, set up an appointment for a personal visit. Tell the respondent that you will show him/her your official census identification when you visit.

NOTE: For vacant seasonal/recreational/occasional-use living quarters, ask a knowledgeable respondent if the living quarters is a permanent residence. If it is not a permanent residence, treat it as a seasonally vacant or non-seasonally vacant dwelling unit on your visitation record.

Census Appointment Record

 <p>Census Appointment Record</p> <p>SAINT LUCIA</p> <p>2010</p> <p>CENSUS</p> <p>St. Lucia Census Office</p>	<p>Dear Resident:</p> <p>SORRY I MISSED YOU</p> <p>We are conducting the St. Lucia 2010 Census in this area. I stopped by today to complete a questionnaire for your household, but was unable to find anyone at home. I will return in the next day or two. If you would prefer, you can call me at the number below to make an appointment for me to visit you.</p> <p>Your answers are CONFIDENTIAL. The 2010 Census is authorized by the laws of St. Lucia. All responses are <i>strictly confidential</i> and will only be released in compiled form. Only persons who have sworn to uphold the confidentiality of the Census, and no one else, can see your answers.</p> <p>The results of the Census are IMPORTANT for public and private sector planning. Please help us get quality information.</p> <p>Thank you.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">My name is:</td> <td style="width: 40%;">My phone:</td> </tr> <tr> <td colspan="2">The best time to call me is:</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">ENUMERATOR'S USE ONLY</td> <td colspan="3" style="text-align: center;">Census appointment record</td> </tr> <tr> <td style="width: 25%;">ED:</td> <td style="width: 25%;">Dwelling:</td> <td style="width: 25%;">HHold:</td> </tr> </table> <p>Comments about the survey should be directed to the Census Office, at 456-0500.</p>	My name is:	My phone:	The best time to call me is:		ENUMERATOR'S USE ONLY	Census appointment record			ED:	Dwelling:	HHold:
My name is:	My phone:											
The best time to call me is:												
ENUMERATOR'S USE ONLY	Census appointment record											
	ED:	Dwelling:	HHold:									

2K *Filling the Callback Record*

Make the following entries:

Column First Personal Visit

- (1) Enter the ED number where the building is located.
- (2) Enter the Dwelling Unit Number where the building is located.
- (3) Enter the household number for the persons living there.

Household Information

(You may get this information at any time before the last personal visit.)

- (4) Based upon information from a knowledgeable respondent, enter the name of the occupant of the dwelling unit.
- (5) Enter the telephone number, if available.
- (6) Enter the best time to call, if the information is available from a knowledgeable respondent. Indicate a.m. or p.m.

Telephone

If telephone service is not available, draw a horizontal line through the column for telephone number.

When you get home use the entry in telephone number to try to contact the occupant(s) or look up the occupant's name in the telephone book.

Whenever telephone is available, you must make three attempts to contact the occupant(s) over the telephone, before making a second personal visit. Attempt to contact the occupant(s) at the time entered based on the telephone conversation. If the column is blank, or you are unable to contact the occupant(s) at that time, attempt to contact the occupant(s) at three different times of the day within a two-day period.

- (7) Enter the date (month/day) when you first visited the dwelling unit.
- (8) Enter the time when you visited. BE sure to enter AM or PM.
- (9) Enter an "X" to indicate that you left an Appointment Record. (Always leave an Appointment Record on your first visit.)

Column 2nd, 3rd and Last Personal Visits

- (10) Enter the date when you visited the second time.
- (11) Enter the time when you visited the second time. Remember to enter AM or PM.
- (12) Enter an "X" to indicate that you left an Appointment Record. (Always leave an Appointment Record on your second visit.)
- (13) Enter the date when you visited the third time.
- (14) Enter the time when you visited the third time. Remember to enter AM or PM.
- (15) Enter an "I" if you were unable to complete a questionnaire. (Enter a "C" if you were able to complete a questionnaire.
- (15) Enter "LR" if you were able to get only the minimum requirements (LAST RESORT) for a completed questionnaire. Enter a "C" if you were able to complete a questionnaire with more than LAST RESORT information. You must complete a questionnaire for a housing unit by the last visit.

Apply the same process for columns (16) to (18) if you have to visit a final time. As you did for columns (13) to (15).

Note: If a knowledgeable respondent tells you the occupant(s) are away and will not return for an extended period of time, get LAST RESORT information immediately. Tell your Supervisor about the situation.

Completing the Callback Record (note your actual call back will contain an additional 3 columns (16) to (18))

Household Number			Household Information			First Personal Visit			Second Personal Visit			Third personal visit		
ED	Dwell -ing Unit No	Buil ding No	Occupant's name (Last, First, middle initial)	Tele- phone number	Best time to call	Date Mo/day	Time	AP card left- "X"	Date Mo/ day	Time	AP card left "X"	Date Mo/ day	Time	AP card left "X"
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)

Census Office

CALLBACK RECORD
St Lucia 20101 Population and Housing Census

PART V - THE VISITATION RECORD

It is necessary for you to grasp some basic concepts and become familiar with their definition if you are to complete the Visitation Record correctly. Remember that the purpose of the Visitation Record is to keep track of all the buildings in your district and to indicate their uses.

5.1 DEFINITIONS AND CONCEPTS FOR CENSUS ENUMERATION

1. Building

The building is the most important unit of enumeration since each building, that is an independent physical structure, must be accounted for on the Enumeration District (ED) Map and recorded in the Visitation Record (VR) and identified in the pre-census visitation record (PVR). It is the major means of checking progress in the field and the coverage of the census.

A building is any independent free-standing structure comprising one or more rooms or other spaces, covered by a roof and usually enclosed within external walls or dividing walls of adjoining buildings that extend from the foundations to the roof. A building may be a factory, shop, detached dwelling, apartment building, warehouse, repair shop, poultry pen etc. NOTE that detached rooms relating to main buildings are treated as part of the main buildings, for example detached kitchens, toilets, servants quarters, garages, etc.

2. Closed Building

A closed building is one, which, at the time of enumeration, is in use but with all the usual residents temporarily absent i.e. **absent for less than six months** (neighbors can usually help with identifying a closed building).

3. Vacant Building

A vacant building is one, which at the time of enumeration is not being used for any purpose. Also to be included in this category are buildings, which are **closed for six (6) months or more**.

4. A Dwelling Unit

A dwelling unit is any building or separate and independent part of a building in which a person or group of persons is living at the time of the census enumeration. It must have direct access from the street or common landing, staircase, passage or gallery where occupants can enter or leave without passing through anybody else's living quarters. A dwelling unit is one in which a household resides. This may be a single house, flat, apartment, out room, part of a commercial building or a boarding house catering for less than six persons.

5. Closed Dwelling unit

A closed dwelling unit is a dwelling unit, which is occupied, but during the enumeration period, the occupants are temporarily away, that is **away for less than six (6) months**.

A dwelling unit may be closed because the residents are away either on holiday or for some other reason. In such a case you may find out from the neighbour, the number of persons who live there, their sex and their surnames, if possible.

6. Vacant Dwelling Unit

If a dwelling unit is habitable but no one is living there at the time of your enumeration it is to be considered vacant, a habitable dwelling unit whose residents are **away for more than six months** is also to be considered vacant. A dwelling unit number cannot be assigned to a vacant dwelling unit on the Census Visitation record.

7. Household

A household consists of one or more persons living together (i.e. sleeping most nights of a week 4 out of 7) and sharing at least one daily meal. It is important to note that a member of a household need not be a relative of the main family. For example, a boarder or a domestic servant who sleeps in most nights of the week is a member of the household. It is possible for a household to consist of just one person, or of more than one family, as long as they share living arrangements. A group of unrelated persons living together can also comprise a household.

9. Types of Living Arrangements

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

- (a) If a person has recently moved in with a group of persons, as long as he/she intends to make his/her home with them, that person is to be considered a member of the household.
- (b) A boarding house, which caters for less than six boarders or lodgers, is to be classified as a household. Note that a boarding house with six or more guests is an institution. Guests in this case either do not live there or are from a foreign country.
- (c) If a house is divided into flats or other separate dwellings, each such separate dwelling accommodates at least one separate household. A tenant or

subtenant, if he makes his own arrangements for eating, also forms a separate household.

- (d) A servant who sleeps in the house or in an outbuilding on the premises is to be listed as a member of the household. A servant who does not sleep on his/her employer's premises is not to be counted as a member of the household where he/she works.
- (e) A boarder or lodger, (i.e. a person who eats and sleeps with the household during most nights of the week), is to be considered a member of the household.
- (f) If within the institution there are separate quarters for all or any member of the staff, with separate housekeeping arrangements, such persons constitute separate households. However, the Supervisor will give special instructions for enumeration of large institutions.
- (g) A person who rents a room but does not share any meals with his/her landlord or landlady constitutes a separate single-person household.
- (h) Persons living, working and sleeping away from their families most nights of the week are to be enumerated where they sleep most nights. They may be boarders or lodgers in a household or may constitute separate households.
- (i) Persons who because of the nature of their jobs (i.e. watchmen, shift-workers, medical and health personnel etc.), spend most nights away from their home **MUST** be enumerated at the same place as the other members of their households (i.e. at their place of usual residence).

10. Usual Resident

This is a person who has lived continuously for most of the last 12 months (that is, for at least six months and one day), not including temporary absences for holidays or work assignments, or intends to live for at least six months within the dwelling unit where she/he is found.

11. Head of Household

For Census purposes every household must have a head. The Head of the Household is the person recognized as such by the respondent. In cases where the respondent does not accept the idea of a head, assign a responsible adult as head and continue the interview.

In the case of a group of unrelated persons sharing a dwelling on an equal basis, take as head the member of the group who is recognized as such by the others, otherwise assign a responsible adult as head.

A person running a guest house or similar establishment that caters for less than six (6) guests is considered the head of that household.

12. Institution

The institutional population comprises persons who are not members of households. These include correctional and penal institutions (Bordelais Correctional facility, Boys Training Centre), dormitories of schools and universities, religious institutions, hospitals and so forth.

Personnel responsible for the running of an institution and not living there should be excluded from the institutional population. Usual residents living in hotels or boarding houses are not part of the institutional population and should be distinguished as members of one- or multi-person households, on the basis of the arrangements that they make for providing themselves with the essentials of living.

13. What is a business?

A business is an activity that is carried on in a systematic, continuous and regular manner, with an expectation of financial return or profit, from the exchange for work and acceptance of risk and the sale of goods and or services. Business then is enterprise activity conducted by companies, corporations, partnerships, households, private institutions and produces **output for the market**, whether formally or informally incorporated or have any organizational structure but operates solely for the purpose of generating income from commercial activity. Activities of organizations and institutions that are not geared for the market but exist solely to improve the lives of individuals and households are referred to as nonprofit institutions serving households (NPISH).

A business can be either formal or informal. A formal business is legally recognized and is governed by commercial principles, it keeps and maintains business and accounting records, has a known address and pays taxes. An informal business operates mainly out of the household, is not incorporated, does not have written records or contracts and the business activity may be in any location.

For the purpose of **Census 2010**, business activity is enterprise activity (i.e. income generating activity) that is either formal or informal. Activities of Non – profit Institutions, although business like in organization which does not generate income or profit from commercial activity are to be reported as such, otherwise they should be classified as both a business and an institution.

5.2 THE VISITATION RECORD

Having studied the definitions above you are now in a position to complete your Visitation Record. This consists of (17) numbered columns each of which serve a specific purpose.

Col. (1) – Date of First Visit Enter here the date you first visited each building, dwelling unit or business place for enumeration.

Col. (2) – Building Number The purpose of this column is to provide a precise count of the number of buildings in each enumeration district. Each building that you visit must be given a number in serial order as you visit it, starting from 001, 002, 003 etc. IT MUST BE EMPHASIZED that the building number recorded on your enumeration district (ED) map must agree with the number in the Visitation record and on the front cover of the questionnaire and you must follow exactly the route indicated on your enumeration district (ED) map.

The last recorded building number should indicate the total number of buildings in the ED and will be located close to the stop point on your ED map. Remember that a building may contain several dwelling units. In such cases, repeat the building number for each dwelling unit recorded on your visitation record and on your ED map, sub-divide the symbol representing a building to show that the building contains more than one dwelling unit.

Col (3) – Dwelling Unit -Number You are required to number the dwelling units in serial order starting from 001, just as you did for the building numbers. Remember that it is possible to have more than one dwelling unit in a building. In addition, there may be more than one household in a dwelling unit in which case the same dwelling unit number is to be repeated for each household. Thus it will be possible to identify each household with the dwelling unit, which accommodates it. The last number appearing in this column should represent the total number of dwelling units in the ED. Remember a vacant dwelling should not be numbered on the visitation record.

Col. (4) – Household Number Following an identical procedure to that used for Cols. (2) and (3) the numbering of households must be in serial order, starting from 001 and continuing 002, 003 etc. Always check back to verify the last number used in order to avoid repeating numbers. The last number appearing in this column should

represent the total number of households in the enumeration district.

Col. (5) – Name and Surname

Head of Household

Name of Establishment/

Name of Institution

You are required, in the case of a household, to write in BLOCK LETTERS the name of the head of the household in this column, putting the surname first and the given (Christian) name or names after e.g. MILLER, THOMAS. This is because surnames quickly identify members of a family, which is represented by the head of the household. The surname of the head will also allow you to link the Census Visitation record with the pre-census Visitation record.

With respect to a business place you must write both the name of the proprietor and the name of the establishment, e.g. “John Black, Green Café”. In the case of an Institution write the full name of the institution e.g. St. Rose’s Nursing Home.

If it is a Vacant Dwelling unit, write “Vacant” here.

Col. (6) – Full address

You must record as much detail as possible. In urban and semi-urban areas where houses are numbered, you must record the number of the house, the name of the road or street, and the town, village or locality. In rural and remote areas, where addresses may be vague, the name of road, track (if named), mile post, electricity pole (lamp post) or other permanent landmarks must be written here.

Col. (7) – Building Number

From Pre-Census

Visitation record

Ensure that column 7 contains the building number which was recorded for this building during the pre-census enumeration record. This number must be transferred to the Census Visitation record from the pre-census visitation record based on the name/surname of the head/owner of business and the address of the household(s) resident in the dwelling unit(s) of the building. The building number from the Pre-census will also be used on the Aerial photograph as a further guide to ensure that the correct building number is transferred from the Pre-Census Visitation Record to the Census Visitation Record.

Cols. (8), (9) and (10)

Number of persons –

Both Sexes, Male and

- Female respectively Enter the total number of males in col.(9) and the total number of females col. (10). Include usual residents who live or expect to stay at this location for at least 6 months as at midnight on Census Night.
- Col. (11) Number of Foreign Number of foreign visitors found in the household on May 10
Of Foreign visitors 2010 are listed here. These are persons who spent census
On Census Night night at the household listed, who were not usual residents of St. Lucia as defined in Section 5.1 number 10 preceding this section. That is, these persons even if related to household members had not lived in St Lucia at least six of the past twelve months and did not intend to live in St Lucia for at least six of the next twelve months.
- Col. (12) Occupancy Status This column will be assumed to be listed as occupied unless otherwise stated. This column tries to ascertain the period of time during the year that the dwelling is actually occupied. Seasonally vacant means that the dwelling is usually only occupied on a seasonal basis and any residents have a permanent residence elsewhere. Otherwise, the building may be non-seasonally vacant, in which case the building is vacant on occasions but not necessarily on a seasonal basis.
- Col. (13) Business Unit No. As in Cols. (2), (3) and (4) you are required to number the business units in serial order starting from 01. Remember more than one business may be operated in the same building in which case use a separate line for each, giving each such business in col. (6) a number. The last number used should be the total number of business units in your area. When this number exceeds 99, start numbering at 01 again and continue.
- Col.(14) – Type of Activity In the case of a business place, you must enter in detail the type of activity carried on there. Examples are: dry goods store, grocery, boutique, motor car repairs, etc.. This information is important in allowing the Census Office to properly classify businesses by type of activity they engage in. Use the remarks column for any additional information.
- Please note that in some dwellings a business/activity may be carried on in part of the dwelling unit. Where no place is actually set-aside for this, then the business unit number is put on the same line as the dwelling unit number. **Where a place is set aside for the business/activity, then the business unit number is put on a separate line.**

Note that many such businesses may not have a name. Use the remarks column as appropriate.

Col. (15) Number of paid Employees

The total number of paid employees i.e. persons entered on the pay-sheet of the business place during the last pay period (week, fortnight, month etc.) must be recorded in this column.

Col. (16) No. of Acres operated

Every respondent must be asked if he or any other member of the household operates land for agricultural purposes or keeps any type of livestock. If the answer is NO, skip cols. (16), (17) & (18).

Record the total land area operated for agricultural purposes, **regardless of tenure or location**. The total acreage operated by all members of the household should be entered if there is more than one holder in the household. One lot (43,000 sq. ft.) is equivalent to 1 acre. Express value in acres. If the area is less than one lot please indicate by <1 lot. NOTE: 1 carre of land is 3.3 acres.

Col. (17 & 18) Type and No. of Livestock Kept

If the respondent rears more than one type of livestock enter up to a maximum of three types and the number of each type in brackets after the code for that type of livestock. The codes to be used for each type are shown at the bottom of each page of your visitation record

Col. (19) Date of Completion of Enumeration

Enter the date on which the interview ends here. Remember the format for the date to be entered in this column is DD/MM, example and interview completed on the 2nd of June 2010 would be written, 02/06.

PART VI - THE CENSUS QUESTIONNAIRE

6.1 THE MAIN AND THE INDIVIDUAL BOOKLETS

The questionnaires have been bound together into booklets. Each booklet contains a cover page (for identification and the Record of Visits), page 2 for Listing the names of the members of the Household and for any comments you may need to make concerning any member of the household or any part of the enumeration. NATIONAL ARCHIVES, INTERNATIONAL MIGRATION and HOUSING spread over pages 3 to 5.

After these sections, three individual questionnaires (6 pages each) complete the booklet. These booklets provide for three (3) persons and are to be used for households consisting of three (3) or fewer persons. If the household comprises more than three persons, use the main booklet plus the number of additional person questionnaires required. For example,

For a 1, 2, 3-person household, use one booklet;

For a 4-person household, use one booklet plus one additional person questionnaire.

For a 5-person household, use one booklet plus two additional person questionnaires and so on.

All additional person questionnaires must be placed inside the middle of the main booklet upon completion. **The ED Number and the Household number contained on the front cover page of the main questionnaire MUST be transferred to the top of the front page of EVERY person questionnaire whether or not it is an individual questionnaire within the main booklet or whether it is an individual questionnaire applicable to a household with more than three persons.**

6.2 STRUCTURE OF THE INDIVIDUAL QUESTIONNAIRE

The individual questionnaire starts at Section 3. The questions are divided into eleven groups, each having a central theme and given a section number as follows:

Section 3:	Personal Characteristics	(for all persons)
Section 4:	Birthplace & Residence	(for all persons)
Section 5:	Disability	(for all persons)
Section 6:	Health	(for all persons)
Section 7:	Education and Internet Access	(for all persons)
Section 8:	Professional, Technical & Vocational Training	(for persons 15 years and over)
Section 9:	Economic Activity	(for persons 15 years and over)
Section 10:	Income and Livelihood	(for females 15 years and over)
Section 11:	Marital Status and Union Status	(for persons 15 years and over)
Section 12:	Fertility	(for persons 15 years and over)
Section 13:	Where Spent Census Night	(for all persons)

6.3 HOW TO RECORD ANSWERS

You will observe that some questions are pre-coded. In the case of the pre-coded questions, **the answer is recorded by putting an X inside of the appropriate option box(es) provided on the form.** Note that what is important is the lines of the X placed in the option box must intersect inside the box. The instruction on the front page of the form is shown here

IMPORTANT!!! Place an X in the box for multiple choice options ☒

For questions where the answer must be written in, the answers given must be written in distinctly, preferably by “printing” the answer using numbers. Remember do not include leading zeros in the boxes provided, except in the case of the ED, Building, Dwelling, Household Number and a Date response. These are not necessary and will only serve to increase the possibility of errors being made when the questionnaire is being read by the scanner.

A 2B pencil must be used to record all answers, enumerators will be provided with these pencils, no other pencils or means of recording answers on the forms should be used. When completing box entries, please write **ONLY AND COMPLETELY** inside the boxes provided. For example, record number of rooms in a dwelling unit containing 5 rooms as follows.

	5
--	---

The instruction on the front page of the household questionnaire is as follows

For optimum accuracy, please print carefully and avoid contact with the edges of the box.
The following will serve as an example:

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

Be careful to complete forms by entering only **ONE** digit in each box where boxes are provided for recording answers.

NOTE: Do not mark or write anything in the ID block or the reference blocks, the ID block appears on the top LEFT HAND SIDE of each page and the reference blocks are square boxes which appear on the four corners of every page.

The instruction on the front page of the form is as follows:

Erase cleanly and make no stray marks on this form

The “other” response: For a set of questions, there is a category for “other (specify)”. You will use this category only when the response given does not fit into any of the pre-coded answers listed.

e.g. Q39 on the individual questionnaire.

What is your/.....’s religion affiliation /denomination?

21 Other (Please specify)_____

OR Q. 60 What type of school or institution are you/is.....attending?

12 Other (Please specify)_____

Where an appropriate response cannot be obtained leave the item blank or use Not Stated/Don’t know if coded on the questionnaire only as a last resort after all efforts to get the correct answer have failed. In no circumstance is a question to be left unanswered unless this is indicated by SKIP instructions.

6.4 HANDLING OF QUESTIONNAIRES

It is of utmost importance that the questionnaires be handled with greatest care. They must not be defaced, suffer undue erasures (although clean and light erasures are permissible), there must be no creasing, bending, dog-earring etc. The questionnaires must always be clean.

Keep sufficient questionnaires for the day’s enumeration in the kit given to you. At the end of the day store those completed in a safe place in your home making sure that they are accessible to you and you alone.

6.5 READING OF QUESTIONS

- (a) READ EVERY QUESTION exactly as worded on the questionnaire. You only have a choice when there is a slash (/) between alternatives such as you/he/she when you must choose the appropriate word.
- (b) When a dotted line (.....) appears as part of a question, you must read out the name of the person to whom the question relates, if this is not the respondent him/her-self. If it relates to the person answering the questions, say “You”.
- (c) READ EVERY QUESTION in the order printed on the questionnaire.

(d) FOLLOW SKIP INSTRUCTIONS so that you do not ask questions of, or about, persons to whom they do not apply.

(e) Should respondents have difficulty understanding a question, it may be necessary to give an example of a possible response category. This may help the respondent to understand what type of answer is expected. This should only be done as a last resort.

Reading one of the response categories MUST be used only when all other efforts to get a satisfactory answer have failed.

(f) Avoid leaving any item blank or accepting “don’t know” and “not stated” responses as much as possible. These are really last resort categories and MUST be used only when all other efforts to get a satisfactory answer have failed.

Where “Other, specify” is the correct response category, ensure that the entries you make are clear and legible.

PART VII - UNUSUAL SITUATIONS

7.1 Person says he/she was already interviewed

If a respondent says an enumerator already visited his/her household and completed a questionnaire make sure that you have not gone outside your assignment area. If you are sure you are in the right Enumeration area, then:

1. Explain to the respondent that the census office does not have a questionnaire for this household, so you must conduct an interview.
2. If the person refuses to be interviewed, see PART 1, Section 1.3, No 5, Objections to the Census, and 7.9 later in this Section, Person Refuses to Be Interviewed.

7.2 Language Problems

1. If the person speaks another language and you do not speak that language, try to find someone else in the household who speaks English or a language you understand, to help obtain the answers or to interpret.
2. Notify your Supervisor if you are unable to solve the problem within the household. Your Supervisor will either reassign the unit or find you an interpreter to assist.

7.3 Unusual Living Quarters (boats, tents, etc.)

Any place in which someone lives on a regular, full-time basis is that person's dwelling unit. On rare occasions, you will find people living in tents, boats, etc. Do not look for such places, but if you find one occupied as a usual home, list the place as a dwelling unit insert the building number on the map and in the visitation record and enumerate the person(s) living there. This includes yachts in the marina with usual residents living in them.

7.4 You do not know if a Dwelling Unit is occupied or vacant

Do not classify a dwelling unit as vacant unless you are absolutely certain no one lives there. Ask a neighbor, building manager or rental agent for help in determining if a place is occupied or vacant. Make every effort to determine the occupancy status on your first visit. If there are signs of occupancy, but you are unable to determine how many people live in the unit, discuss the situation with your Supervisor. If you cannot determine the occupancy status, consider the dwelling unit occupied until you can determine by a callback that it is vacant.

1. Occupied Dwelling Unit

An occupied dwelling unit is one where people live there on Census Day and it is their usual residence/home. Usual residence/home means the home where they stay most of the time (more than 6 months in a year).

Possible signs of occupancy include:

- a Lights on in the unit.
- b Sounds such as radio, TV, voices, movement, etc.
- c Signs of regular care, such as clean yard, pets, mowed grass, clothes hanging on line etc.
- d Consider a dwelling unit occupied if it was occupied on Census Day, but it is vacant at the time of your visit.

2. Vacant Dwelling Unit

A building is vacant if:

- a A neighbor, rental agent, janitor, etc., says it was vacant on Census Day, even if it is occupied at the time of your visit. Complete a questionnaire for the current usual residents.
- b It is under construction and the final doors and windows are/or not in place and no one is living there.
- c It is only used for vacations, on weekends, or during certain times of the year. Visitation record, seasonally vacant or non seasonally vacant.
- d It is occupied on Census Day only by persons who have usual homes elsewhere.
- e It is used only for storage of household furniture.
- f It will be used for nonresidential purposes, but the change has not begun yet and it is currently vacant.

Consider a dwelling unit occupied if the person residing there is away temporarily on business or vacation.

7.5 Person moved to present address after Census Day

If the dwelling unit was	Then
Vacant on Census Day	1. Complete a questionnaire for the current usual resident(s).
Occupied by another household on Census Day	1. Get at least Last Resort population information from the current residents or a neighbor for the previous household (see section 7.8). Enter the name of the respondent and telephone number who gave population information on the form.

2. Complete a questionnaire for the current usual resident(s).

7.6 Visitors Are Present in a Dwelling Unit

Enumerate visitors to the household from another district (not foreigners) who are staying at a dwelling unit at the time of your visit, **if and only if** no one enumerated them elsewhere and they have no one at home to report on them. These are persons from single person households.

- 1 Complete the questionnaire for the usual household members and the dwelling unit.
- 2 Complete a separate main questionnaire for visitors who other enumerators did not enumerate elsewhere in the country and **who have no one at home to report them.**
 - a Print the address of the person's usual home in the Address Section on the front cover of the questionnaire. Please ensure you get as complete a description of where this person lives as possible.
 - b Print the full name of the person in the Household Listing on Page 2.
 - c Get answers to as many items as possible for the person.
 - d All geographic information for items in the Identification Section on the front cover of the main questionnaire should be left blank. This will be completed at the census office.
 - e Give the Questionnaire to your Supervisor when you turn in your questionnaires. Indicate this in your transmittal form.

7.7 Respondent is unable to give complete information about a household member

If the respondent cannot give you at least LAST RESORT information about a person who usually resides within the dwelling unit:

- a X the Sex of the person next to the blank space where the person's name should have been written in the household member listing on Page 2 of the main booklet.
- b Ensure an individual questionnaire is completed for the person with ED and household number information completed along with a person number.
- c If possible get the Telephone/Cell Number of this person for follow up or make a note in the comments section of the question to follow up using the Phone number listed on the front cover of the main booklet.
- d Alert your supervisor to this situation.

7.8 Last Resort Information Instructions

Use one of the checklists below to get Last Resort information for an occupied dwelling unit whose respondents cannot be contacted after four visits. Remember, Last Resort questions are questions that must be answered for the questionnaire to be acceptable. Always try to get more questions answered. If you cannot get all the Last Resort information, ask your Supervisor to help you.

1 Occupied Dwelling Units

You must make 4 personal visits at different times of day, on different days, before getting Last Resort information for an occupied dwelling unit where no one is home. If a person refuses to be interviewed, get Last Resort information immediately.

- a Complete the visitation record listing (see Section 5)
- b Get the name of each person (questions 1.(b), household listing) and enter the person number on the person questionnaire, in addition try to get at least three of the following four questions for each person: relationship (Q.35), sex (Q.36), age (Q.37), and marital status (Q.88).
- c Complete housing questions: type of dwelling unit (Q.11) and tenure(Q.13).
- d Complete all items on the front cover of the Questionnaire.
- e Print "LAST RESORT-OCCUPIED" at the top of the front page of the Questionnaire.

2 Vacant Housing Units

- a Complete the visitation record based on instructions in Section 5.

NOTE: If you are unable to get at least LAST RESORT information after 4 personal visits, you must complete a Refusal Record for that unit. See section 7.9.

Last Resort Questions on the Questionnaire

Housing Questions

11. Type of dwelling unit
13. Tenure of dwelling unit

Person Questions

35. What is your/s relationship to the head of household?
36. Is...male or female? 1. Male 2. Female
37. What is ...'s Age?
88. What is ...'s marital status?

3 Getting LAST RESORT information from persons outside the household

If you cannot get information for the address because no one is home; the persons are temporarily away and will not return before the operation is complete; the person refuses to answer questions:

- a Ask a neighbor, building manager, or other knowledgeable person.
- b Give the person a Privacy Notice before you ask any questions.
- c Try to get at least Last Resort information.

7.9 Person Refuses to Be Interviewed

INSTRUCTIONS

If a person refuses to be interviewed and you are unable to get a completed questionnaire:

- 1 Give the person a Privacy Notice. Talk about the importance of the census to the respondent's community. Stress the confidentiality of census information. (See PART I).
- 2 If the person still does not cooperate:
 - a Try to get as many answers as possible about the unit and its occupants from neighbors, or a rental agent, building manager, etc. Give a Privacy Notice to each person who answers questions.
 - b The minimum requirements for a completed questionnaire are listed in Section 7.8. If you cannot get at least Last Resort information, print **REFUSED** in the space provided for comments on the questionnaire.
- 3 Identify the dwelling unit on your census map.
- 4 Enter as much information as you can. Print "Refused" in column (5) on the visitation record line.
- 5 Complete a Refusal Record, only if you have less than last resort information for the housing unit and its occupants. See illustration below.
- 6 Give the questionnaire and Refusal Record to your Supervisor.

Illustration Completing a Refusal Record

Census Office			
REFUSAL RECORD St Lucia Census 2010 Population and Housing Census			
1. REFUSAL IDENTIFICATION			2. REFUSAL TYPE
a. ED NUMBER	Dwelling Unit Number	Building Number	1. Total refusal 2. Partial - less than last resort
b. Occupant's name			3. FORM TYPE
c. Location description (including phone number, if available)			1. Regular questionnaire 2. Individual census report (ICR)
4. PERSON'S REASON(S) FOR REFUSING			
5. ENUMERATOR IDENTIFICATION			
Name			ED:
Signature			Date:
6. SUPERVISOR ACTION		7. FIELD OPERATIONS SUPERVISOR ACTION	
1. Refusal converted		1. Refusal converted	
2. Refusal verified C No further information obtained		2. Refusal verified C No further information obtained	
Signature and date:		Signature and date:	
Date submitted to Field Operations Supervisor:		Date submitted to Census Office:	
NOTES:			

7.10 Multiple-Household Enumeration Procedure

In most cases, one household is living in one dwelling unit. In some cases, however, we may find more than one household sharing the same dwelling unit. In such cases, we need to complete a different questionnaire for each household. Before completing the questionnaire, determine in whose name the dwelling unit is owned, rented, first-occupied, etc., and consider that household as “First household”. Confirm once again that these households are separate (that they have separate cooking arrangements, although living in one dwelling unit). A dwelling unit will contain separate households if the residents within the dwelling unit have separate cooking arrangements. For example: Students live within a household, but prepare their own food separately; a household that has joined the family until they locate a house for themselves and have separate cooking arrangements.

Then follow the following procedures:

1. For the first household;
 - Complete the entire questionnaire.
 - Complete the housing information for the whole dwelling unit.
 - On the visitation record the dwelling unit number will be repeated for each household and this will be reflected in the identification on the front cover of the questionnaire where the geographic information is written.
2. For the second, third ... households;
 - Complete the household questionnaire with the same dwelling unit number but changing the household number by one to correspond with the visitation record household numbers.
 - Leave all dwelling related questions blank on the household questionnaire. SECTION 2 Questions 11 to 17 should be left blank.
 - Complete the remaining parts, as usual.
 - Indicate in the space provided for "Comments" that this household is sharing a dwelling unit.

PART VIII - COMPLETING THE QUESTIONNAIRE

1. Identification (Page 1, Front Cover)

Your E.D. number will be given to you. This number and only this number will be used on each and every household questionnaire that you complete. It will not vary within any one-enumeration district.

The building number must be the same as the number assigned to this building on your Census Enumeration District Map and on your Census VISITATION RECORD. Where there are many households within a building all questionnaires for these households will have the same building number on the front cover of each questionnaire.

The household number must be the same as the number assigned to this household on your census VISITATION RECORD. Each household must have a different household number from the next within any Enumeration District.

2. Front Cover (Phone Number)

Write in the phone number of the household, this number will be used where necessary to validate information you have placed on the form. In a few cases the household may not wish to provide you with this number, explain the confidentiality laws under which the census is conducted and the need to validate the accuracy of information provided to enumerators in some cases. In the majority of cases the household will not object to providing you with their telephone number, we therefore expect to see few cases where this number is not written on the front page of the questionnaire. While a fixed line is preferred, a cell phone number may be provided, what is important is that it must be a number most convenient for reaching the principal respondent.

3. Front Cover (Full Address)

Write in the full address of the household in the space provided. Remember your supervisor or another enumerator may need to find this household (for post-enumeration checking) from the address you have written in.

4. Front Cover (Record of Visits)

The date and time interviewing of the household begins must be filled in immediately before enumeration of the household starts. The time ended, and the result of the interview is entered when all information on all members of the household has been received for that visit. The duration will be calculated at the Census Office, so you must leave this column blank. Note that provision is made for three call-backs. If a call back is necessary, the last column (18) of your visitation record will remain blank until the interview is completed. The result codes are printed on the questionnaire. Enter a result in the box provided for each visit that you pay to the household, the questionnaire allows for up to four (4) visits.

Q. Record of Visits

Visit No.	Date	Time Started	Time Ended	Duration	*Results
1					
2					
4					
3					

5. Record of Visits on the Front Cover:

1. **Visit Number** – Enumerators are required to visit each housing unit three times before giving up. Usually, only the first line will be filled because the enumerator will be able to finish the enumeration on the first visit. If two visits are needed to finish enumerating the house, then the first two lines will be filled. If three visits are needed, then all three lines will be filled. If, after four visits, the questionnaire is still not filled, either because the respondents were never home, or because they refused to respond to all or part of the questionnaire, then the enumerator must fill in at least “Last Resort” Information for the household.
2. **Date** – the date of each visit –day and month – is filled in the Date box for each visit.
3. **Time Started** – the time started, either using AM or PM or 24 hour time (900 for 9 AM and 2100 for 9 PM) should be used. If AM/PM is used, then the enumerator must report these as part of the time.
4. **Time Ended**– the time ended, either using AM or PM or 24 hour time (900 for 9 AM and 2100 for 9 PM) should be used. If AM/PM is used, then the enumerator must report these as part of the time.
5. **Duration** – the duration of the visit is reported here in minutes only. If the interview takes more than an hour then this number should exceed 60.
6. **Results** – see types of results listed below

Results Codes:

Use the following codes for results of the household enumeration:

1. **Completed** if all of the housing, emigration, crime and personal information was collected.

2. **Partially completed** if only part of the housing, emigration, crime and personal information was collected. The supervisor will either send a second enumerator to the dwelling, or will return him/herself.
3. **Dwelling closed** if the dwelling was actually occupied with the residents away for less than six months. The enumerator must fill in at least “Last Resort” Information for the household.
4. **No suitable respondent at home (specify)** _____ if the enumerator could never find an appropriate person – an adult 15 years or older – to respond to the housing, emigration, environmental, crime and personal items.
5. **Refused** if the respondent or respondents refused to answer the questions.
6. **Other** if none of the above apply.

6. Enumerator & Supervisor’s Name (Page 2)

Both names should be printed and then signed. The Supervisor does not sign the form until the questionnaire has been reviewed thoroughly and approved by the supervisor indicating that it is acceptable.

Question 1.(a) Household Members Listing (Page 2)

Enumerator, says:

“Please give me the names of all persons who usually live and share at least one meal daily with your household starting with the head”

Household Members Listed MUST be Usual Residents

A usual resident is a person who has lived continuously for most of the last 12 months (that is, for at least six months and one day), not including temporary absences for holidays or work assignments, or intends to live for at least six months within the dwelling unit where she/he is found.

In the listing and enumeration of household members the following should be borne in mind:

- Include all those persons who usually live in the household even if they did not spend census night with that household.
- Newborn babies who are considered usual resident of the household at the time of enumeration but who were yet unborn on census day are to be excluded.
- Also include persons who were members of the household on census night but who had moved to other households, emigrated or died by the time of enumeration.

Enter the name of the head of household on Line 1 – you will already have obtained this name from Col. (5) of the Visitation Record followed by his/her sex.

The numbers on the left of the name of household members are Individual Numbers, and they apply to the persons listed. Provision has been made for the listing of twenty persons in the household. It will

be unusual for you to meet a household comprising of more than twenty (20) persons. However, in the event that this occurs you will write the word ‘CONTINUED’ in bold block capitals at the bottom of the listing and continue listing the members on the Comments Lines which follow. Remember to number these persons from twenty one (21) onwards and include the sex of the individual in each case. As stated, such a large household will be rarely found. The order in which household members are listed is not important except that the head must be on Line 1. A convenient system for ensuring that you list all household members is to list the husband, wife or partner of the head on Line 2, followed by unmarried children of either the head or his/her spouse/partner followed by their partners and children. Other relatives and non-relatives follow.

The suggested order is:

1. Head
2. Spouse of Head
3. Partner of Head
4. Child of Head and Spouse/Partner
5. Child of Head only
6. Child of Spouse/Partner only
7. Spouse/Partner of Child of Head
8. Grandchild of Head/Spouse/Partner
9. Parents of Head/Spouse/Partner
10. Other Relative of Head/ Spouse/ Partner
11. Domestic Employee
12. Other Non-Relative

Question 1.(b) NATIONAL ARCHIVES (Page 3)

This question is asked to determine the desire of household members to have their personal information transferred to the Census Time Capsule at the Saint Lucia National Archives Authority for preservation and subsequent public use after 75 years. Only questionnaires household members explicitly agree to have transferred to the National Archives will be affected by the response to this question. The response to this question cannot be obtained by proxy, the household member in question must agree to have his/her information included into the Census Time Capsule. Persons under 15 will have the result of their parental consent or lack thereof transferred to them.

SECTION 1 – INTERNATIONAL MIGRATION

Question 2 External Migration

This question gives an indication of the level of external migration, which the country experienced since the last Census. Note that the words “to live abroad” are underlined to denote PERMANENT MIGRATION. A student gone abroad to study for a specific period or a person seeking medical attention or on vacation (even an extended vacation) is not considered a migrant. DO NOT include persons who moved during the period 2000 and 2010 and have returned home.

It is accepted that some persons may go abroad for a short period and decide to remain permanently - whether this was originally intended or not. This question is to be answered 1 – Yes only if it is known that the person or persons intend(s) to remain abroad permanently. If no one from the household has migrated in the ten year period, X in 2 – No and SKIP to Section 2.

Question 3 - 10 External Migration

If any person has gone to live abroad, ask the Migration questions, 3 - 10. Note that the age required in Column (7) is the age at the time he/she left the country.

Question 4 Write in the year moved in the boxes provided e.g. 2004. For Question 8 provide as full a **description of the person’s occupation as possible**, remember farmer and nurse are unacceptable, specify banana farmer or pediatric nurse, if unemployed state “none”.

Question 9 Write in the name of the country of Migration. This is the first country which the person migrated to.

Question 10 Enter Main Reason for Migration. In cases where persons have left the country to study but stayed on to work after completion of studies, code ‘3’ and NOT ‘2’. Since the original reason for migration is what is required in this question.

SECTION 2 – HOUSING

This section is intended to obtain a general idea of the standard of accommodation that the household occupies and the facilities, which it enjoys.

Questions. 11 – 16 deal with questions about the dwelling unit.

Q11 relates to the physical structure of the dwelling; Q13 & Q14 deal with the type of tenure of the dwelling and the land on which it is situated; Qs. 15 and 16 seek information on the materials of construction of the outer walls and roof and Q17 the year the house was built. These questions taken together will provide a measure of the quantity, types, quality and value of the “housing stock” in the country.

Questions. 18 – 22 deal with water supply, toilet facilities, lighting and fuel used for cooking –Public Utilities, which provide these services, have specifically asked for this information so that they may assess the distribution of supply.

Questions. 23 – Q24 measure the extent of overcrowding when related to the number of household members, if any, experienced by the household and along with Q29 provide an indication of the overall standard of living enjoyed by its members.

Question 11 – Type of Dwelling

11. What type of dwelling does this household occupy?
--

This question is to determine the quantity of the various types of dwellings in the country. The categories of dwelling are defined as follows:

1. Separate house/detached

This is a single dwelling unit that takes up the complete building and which may be inhabited by one or more households. (NOTE that even though there may be more than one household occupying the dwelling there is absolutely no physical division or separation of the dwelling unit in terms of entrance or exits).

2. Part of a private house/ Attached

This occurs when a household occupies only a part of a private house in what may be described as a physical subdivision or separation, even if entrance and exit is shared or not shared.

3. Flat/apartment/condominium

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

4. Townhouse

This type of dwelling is similar to a flat, apartment or condominium except that the rooms are usually on two floors – living quarters on the ground floor and bedrooms above. This is a self-contained unit (usually in blocks of units) with separate legal title to ownership. Sometimes common facilities such as security and grounds may be shared.

5. Double house/duplex

This is a dwelling that is joined to only one other dwelling – separated by a wall extending from ground to roof. There must be no other dwellings either above or below and the double house or duplex must be separated from all other structures by open space.

6. Combined business and dwelling

In this type of dwelling, the household occupies part of the building for living purposes. The other portion(s) of the building is used for business such as groceries, garages, etc.

7. Barracks

This is a room or division of a long building containing several independent private dwellings with or without shared facilities.

8. Out-room

This is a room separate from the main building and occupied by a separate household e.g. domestic employees' quarters.

9. Group dwelling

This is a residence where several individuals or families live, such as school where the students live in residence.

10. Improvised Housing Unit (Earth/Leaves /Branched etc)

An improvised housing unit is an independent, makeshift shelter or structure, built of waste materials and without a predetermined plan for the purpose of habitation by one household, which is being used as living quarters at the time of the census.

11. Other (specify).....

This category is to be X'ed only if the dwelling does not fit into any of the categories 1 – 10. The dwelling type should also be specified in the space provided.

Question 12. Insurance of Property

12. Is this dwelling insured?

This question seeks to determine the extent of insurance coverage on buildings. Insurance plays a major role in the modern economy, providing an orderly means for the replacement of property lost or destroyed. This is an especially significant issue in light of the increase vulnerability of the island to hurricanes, floods, volcanic eruptions etc.

Question 13 - Tenancy or Tenure of Dwelling

13. Does this household own, rent or lease this dwelling?

This question relates to the legal and financial arrangements under which the household occupies its living quarters.

If the respondent indicates that the dwelling is owned, you must ask them whether they are still making mortgage payments on the dwelling. This will allow you to determine the category into which to place the dwelling unit.

1. Owned Fully

The category applies when the head or **any other member** of the household owns the dwelling outright and has no recurring financial obligations to a bank on the dwelling.

2. Owned With Mortgage

The category applies when the head or **any other member** of the household own the dwelling unit through a mortgage contracted with a financial institution.

3. Rented – private (paying)

This applies when a member of the household rents the dwelling from an individual or a private company. The rental arrangement may or may not be covered by formal contract and while the payment period is usually monthly, there may be other payment periods including weekly, fortnightly, quarterly etc..., for occupancy of the dwelling unit.

4. Rented – Government (paying)

This applies when a member of the household rents the dwelling from the Government or a Government Agency, example CDC Buildings

5. Rent-free

In this case, no member of the household pays rent for the occupancy of the dwelling. This situation may apply to households occupying dwellings rent free, which are owned by relatives or even friends who are not members of the household. Other rent-free arrangements include government and private employees who occupy dwellings owned by their employers and pay no rent.

6. Leased

A lease differs from a rental since it occurs by agreed contract that stipulates, in advance, the total rental sum for a fixed duration. This total sum may be paid in advance or by installments.

7. Squatted

This applies when the household is found occupying a dwelling unit without the permission of the owner or without any legal rights to the property.

8. Other (specify).....

When conditions of occupancy are different from all the categories stated above, X option “8. Other (specify).....” and specify the type of occupancy.

Question 14 – Tenure of Land

14. Under what arrangement is the land occupied? Is it....

This question is to provide information on the conditions under which families occupy the land.

It is quite possible for the tenure of the land to be different from the tenure of the dwelling unit – for example, when a member of the household owns a house but pays land-rent; or when a member of the household has built (and therefore owns) a dwelling on squatted land.

The categories are defined below:

- | | |
|---|---|
| 1. <u>Owned/Freehold</u> | In this type of tenure, the land is owned by a member of the household. |
| 2. <u>Leasehold</u> | The land is usually owned by the Government or some other authority or individual and is leased to a member of the household for a long period of time – e.g. 20 years, 99 years. |
| 3. <u>Rented</u> | Here the land is owned by another person or group of persons not of the household and an annual or monthly rental is paid to the owner. |
| 4. <u>Rented-Free</u> | This category applies when the head of the household or any other household member owns the house and does not own the land and pays no rent for it. |
| 5. <u>Permission to Work Land</u> | The owner gives permission for the land to be used for a specific reason (usually agricultural). The land holder receives no payment in the form of rent, royalty, fees or even a proportion of the yield, for occupancy of the land. |
| 6. <u>Share Cropping</u> | The land is not owned by the household but is used for agricultural purposes. The owner receives part of the produce and or a percentage of the money from the sale of the produce as rent. |
| 7. <u>Squatted</u> | The land is used by the household without |

permission of the owner or any legal rights to the property.

8. **Other** Any other arrangements not included in categories 1-7 above.
9. **Don't Know/Not Stated** To be used only if the householder (squatter) genuinely does not know the answer. Avoid the use of these categories as far as possible. They should only be used as a last resort after extensive efforts to obtain the information have failed.

Question 15 – What is the MAIN material of the outer wall.

15. What is the main material of the outer walls?
--

This topic refers to the construction material of external (outer) walls of the building in which the sets of living quarters are located.

Enter the correct code for the material of the building walls, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls, record the main wall material (the material that covers the largest amount of wall space).

Most of the categories identified in the responses to this question are self-explanatory and need not be defined. But please note:

6. **Adobe (mud house)** Is un-burnt sun-dried bricks or the clay from which such bricks are made. This material is hardly ever used in buildings in St. Lucia.
7. **Makeshift** Includes any material which is not normally used for housing e.g. galvanize, cardboard, etc. Some persons may use an old car/truck, for example, to provide shelter; or live under a bridge or other unconventional dwelling structure. These persons are to be included in this category. Be sure to write the answer given in the space supplied
10. **Other/Don't Know** As noted before this category is to be used as a last resort.

Question 16 – What is the MAIN material used for roofing

16. What is the main material used for roofing?

You will be able to observe the correct answer in most cases, but if in doubt, ask. If more than one material is used for roofing, **X** the main type of material used. The categories are:

- | | |
|------------------------------|--|
| 1. Sheet metal | - i.e. zinc, aluminum galvanize or galvalume |
| 2. Shingle | - asphalt |
| 3. Shingle | - wood |
| 4. Shingle | - other. This includes fibre-glass or any other type of shingle. |
| 5. Tile | - concrete, clay and other tiles. This category includes “Decramastic” and similar types of roofing tiles. |
| 6. Concrete | - usually referred to as concrete slab. |
| 7. Makeshift/thatched | - as in the case of the material used for outer walls, include here any unconventional material such as cardboard, the roofs of cars, etc. |
| 8. Other - | write down the answer given |

Question 17 – Year when Dwelling Built

17. In which year/period was this building built?

The age of the building is an important factor in any assessment of housing condition generally. For those households living in incomplete buildings, take the year of occupancy as the year when built, whilst for reconditioned (renovated) dwelling units, the year when major reconditioning (or renovations) were done. Minor repairs, renovation or improvement of the building does not in general change the year of construction. Note that the household may genuinely not know when the dwelling was built, especially if a member of the household does not own it, ask them to estimate based on other events that may have taken place around that time.

Question 18 – What is your Main Source of Water Supply

18. What is your main source of water supply?

The next questions (Q18 and Q19) are used to determine the access that the population has to clean, portable? water for drinking and washing and for the disposal of human waste. The

answers will provide information on the general sanitary conditions in the country and the ability of the people to control and combat disease.

The categories are:

Enter the code for the most usual source.

1. Public piped into dwelling

Refers to the water received by the household from a public source, which is piped into the dwelling, example WASCO.

2. Public piped into yard

In this case, the household receives running water from a public source through a pipe in the yard or compound on which the building stands.

3. Public standpipe outside the unit

This situation applies when water is available to the household from a standpipe in the street or other areas of public access.

4. Private catchments (not piped)

Where the water supply to the household is not piped but is from private storage facilities such as vats, drums or any other receptacle. Under these arrangements, rainwater collection may be the primary source of supply.

5. Private piped into dwelling

Refers to the water received by the household from a private source, which is piped into the dwelling. For example, if a household, through its own private arrangement, pumps water from a river or pond through pipes directly into the dwelling unit. Other similar situations also apply, such as when water is piped to dwelling from private catchments (rain water).

6. Truck Borne (not piped into dwelling)

Source transports and sells water by means of a tanker truck.

7. River/stream/creek/pond/spring

This is when the main source of water used by household is directly from a river, creek, pond etc...

Question 19 – What is your Main Source of Drinking Water

19. What is your <u>main</u> source of drinking water?

This question is different from the previous question in that it solicits information on the **main source of drinking water** rather than the main source of water supply, which are not necessarily the same.

X the box for the most usual source. If several sources are mentioned, probe to determine the most usual source.

1. Public piped into dwelling

Refers to the water received by the household from a public source, which is piped into the dwelling.

2. Public standpipe outside the dwelling unit

This situation applies when water is available to the household from a standpipe in the street or other areas of public access.

3. Private piped into dwelling

In this case, the household receives water supply, which is piped into the dwelling, from a private source. For example, if a household, through its own private arrangement, pumps water from a river or pond through pipes directly into the dwelling unit. Other similar situations also apply, such as when water is piped to dwelling from private catchments (rainwater).

4. Private catchments (not piped)

Where the water supply to the household is not piped but is from private storage facilities such as vats, drums or any other receptacle. Under these arrangements, rainwater collection may be the primary source of supply.

5. Public dug well

This is where the main drinking water source of the household is a public dug well (i.e. a dug well that is usually used by the public).

6. Private dug well

This is where the main drinking water source of the household is a private dug well (i.e. a dug well that is usually used by the household only).

7. Surface water (River/stream/creek/pond/spring)

This is when the main source of water used by household is directly from a river, creek, pond etc...

8. Bottled water

Bottled water is purchased water sold in bottles. Note that this refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water.

In other words, bottled water is produced by a manufacturer of bottled water, which reaches the household in sealed containers, which is usually a guarantee of product quality.

Question 20 – What type of Toilet Facilities does this household have

20. What type of toilet facilities does this household have?

Question 20 describes the type of toilet facility available to the household. The categories identified in Question 20 are as follows:

1. **WC linked to sewer** is a flush or water closet which fills from a piped water supply and empties into a sewerage disposal system. This method of sewage disposal is most prevalent in Castries City and Environs, parts of VieuxFort and in parts of Gros-Islet.
2. **WC not linked to sewer** is waterborne and empties into a septic tank or soak-away. This is the more popular form of sewerage disposal when compared to option 1.
3. **Pit latrine/VIP** is not water borne.
4. **Other** any type other than those listed above. This response must be written.
5. **None** None of the above listed facilities is available to the household.

Question 21 – What Type of Lighting does the household use most

21. What is the <u>main</u> source of lighting for this household?

This question will determine the energy source used by families to light their homes. If using more than one type, for instance electricity and kerosene, ask for the main type used over a long period. Solar panels as a source of lighting should be included under the category 5.

1. **Electricity – Public** if the housing unit uses electricity from a public system for lighting. “Public” can be either provided by the Government or a Private company.
2. **Electricity – Private Generator** if the housing unit gets its electricity primarily from a private generator. If the housing unit is supposed to get its electricity for lighting from a public utility but that utility is often down, “public” is still the appropriate response.
3. **Gas lantern** if lighting is mainly from a gas lantern.
4. **Kerosene** if lighting is mainly from a kerosene lamp.
5. **Solar** if solar power is the main source for lighting in the housing unit.
6. **None** if the housing unit does not have any lighting at all.
7. **Other (specify) _____** if the unit gets its lighting from some other source. Specify the source.

Question 22 – What Type of Fuel does this household use most for cooking

22. What type of fuel does this household use <u>most</u> for cooking?

This question is to determine the fuel families use in the preparation of their meals. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If the household does not cook and eats out in restaurants or dines with relatives, indicate 9, other (specify)... and specify 'no cooking'

Complete this item for all occupied dwelling units.

1. **Wood** when wood is the main fuel used for cooking.
2. **Charcoal** when charcoal is the main fuel used for cooking.
3. **Liquefied Petroleum Gas (LPG)** when a LPG stove is the main cooking appliance, and so LPG is the main fuel.
4. **Kerosene** when a kerosene stove is the main appliance used for cooking.
5. **Electricity** when an electric range is used.
6. **Biogas** when biogas is the main fuel used for cooking. 'Biogas' includes gases produced by fermenting manure in an enclosed pit.
7. **Solar Energy** when solar energy is used to create the energy used for the cooking fuel.
8. **None** when the housing unit has no cooking fuel, and so does no cooking at the unit.
9. **Other (specify)**_____ when some other fuel is used. Specify the type of fuel.

Question 23 – How many rooms does your household occupy

23. How many rooms does this household unit have?
--

By relating the answers to these questions with the number of persons living in a household, it will provide information on the numbers of persons occupying each house and the amount of space available to each person.

- A room is defined as a space in a dwelling unit enclosed by walls reaching from the floor to the ceiling or roof covering, or to a height of at least two meters, of an area large enough to hold a bed for an adult, that is, at least four square meters. The total number of

types of rooms therefore includes bedrooms, dining rooms, living rooms, studies, habitable attics, servants' rooms, kitchens, rooms used for professional or business purposes, and other separate spaces used or intended for dwelling purposes, so long as they meet the criteria concerning walls and floor space.

- the number of rooms will be collected, with KITCHEN, considered as a room.
- Passageways, verandas, lobbies, bathrooms and toilet rooms SHOULD NOT be counted as rooms, even if they meet the criteria.
- A partially divided room, such as a dinette next to a kitchen or living room, is a separate room *only* if there is a partition from floor to ceiling, but not if the partition consists solely of shelves or cabinets.
- If a room is used by occupants of more than one apartment, include the room with the unit from which it is most easily reached.

Question 24 – How many bedrooms are there in this dwelling unit

24. How many bedrooms does this household unit have?

Bedrooms are rooms used mainly for sleeping. There must be some permanency about the walls enclosing the bedrooms. A room used for other activities by day and sleeping by night is not a bedroom. Makeshift arrangements, blinds, etc., do not count as rooms. Write "0" for "No bedroom" if the house or apartment consists of only one room, such as a one-room efficiency apartment.

Question 25 – What is your main method of garbage disposal

25. What is your <u>main</u> method of garbage disposal?

This question will provide important information on issues related to health conditions resulting from the disposal of garbage. You should note that the question asks for the **main** method of garbage disposal, which indicates that only one response code should be entered.

1. **Dumping (land)** when the housing unit *usually* dumps its garbage in a designated area for trash disposal. (When the area that the household dumps its trash is not be a designated area – that is, the dumping is illegal – record the response as “dumping on land” anyway – we are only trying to obtain the appropriate response, not report the person.)
2. **Compost** when the household has a compost area, and dumps most of its garbage in that area even if it disposes of the rest of its trash in another way. Category 2, ‘compost’ refers to garbage which is purposely set aside and stored in a manner, which allows for rapid decomposition (bio-degradable) to take place.

3. **Burning** when the household usually disposes of its trash by burning the trash. Note this is not burying for purposes of composting.
4. **Dumping/throwing into river/sea/pond** when the household usually disposes of its trash by dumping or throwing it into a river or the sea or a pond or another water-based source.
5. **Burying** when the household usually disposes of its trash by burying it. Burying but not for composting.
6. **Garbage truck/skip/bin – Public** when the housing unit is usually visited by a garbage truck provide as a public utility, or uses a public skip or bin to dispose of the trash with a public utility then further disposing of the trash.
7. **Garbage truck – Private** when the housing unit uses a private service to come to pick up its trash and then dispose of it. This category implies that the dwelling unit pays for this service.
8. **Other (specify)** _____ when some other method is used to dispose of the trash. Specify the method.

Question 26 – “Desktop” computers

26. How many "Desk-top" computers does this household have in use?

Record the number of Desktop computers currently in use here, if there is no computer in the dwelling unit record 0, this question must be answered it should not be left blank. A desktop computer is generally kept in a fixed location in the dwelling unit because it is not easily portable. There are two separate parts to this computer, a monitor (flat panel or CRT) and a Central Processing Unit.

Question 27 – “Laptop” computers

27. How many "Lap-top" computers does this household have in use?

NOTE: There is no difference between a laptop and a notebook computer. Record the number of Laptop or notebook computers currently in use here, if there is no computer in the dwelling unit record 0, this question must be answered, it should not be left blank. A Laptop or notebook computer is defined as a portable computer small enough to use in your lap. This is the same as a notebook computer which is defined as an extremely lightweight personal computer. Laptop or Notebook computers typically weigh less than 6 pounds and are small enough to fit easily in a briefcase. A laptop integrates most of the typical components of a desktop computer, including a display, a keyboard, a pointing device (a touchpad, also known as a trackpad, and/or a pointing stick), speakers, and often including a battery, into a single small and light unit. The rechargeable battery (if present) is charged from an AC adapter and typically stores enough energy to run the laptop for two to three hours in its initial state, depending on the configuration and power

management of the computer. NOTE: Smartphones, iPads, Kindles or other PDA (Personal digital assistant devices) etc are not included here.

Question 28 – Type of internet connection

28. What type of internet connection does this household use? (X all that apply)

All available types of internet connections are listed here and you are to select all that are currently in use by household members. Cable and Wireless provides the ADSL or DSL service, this is also referred to as XNET and it is provided over a fixed telephone line into the home. Karib Cable provides a Cable Internet Connection using a separate cable line into the home from the electricity pole. These are the two dominant types of internet connections into the home, computers or cell phones may connect to the internet via these types of connections using a wireless access point/router but the connection to the home is unchanged.

Another type of internet connection, Option 2, Q28 can be available to a household member via their cellphone. This internet access allows the cellphone user access to the internet not only at home but generally anywhere they may be in the country. No internet is also an option.

Question 29 Appliances/Equipment

29. Which of these appliances/household equipment does your household have in use

Facilities in use which are owned by household members can be used as an indicator of the quality of life of the population in a country. Here you are required to record whether you/members of your household own and use the following facilities Solar Water Heater, TV, Cable TV/Satellite, refrigerator/freezer, microwave oven, stove, land-line telephone, cellular telephone, washing machine, water pump, etc. by all members of the household.

Question 30 Vehicles in use and kept by household members

30. How many vehicles (motor cars, station wagons, jeeps and vans) are kept at home for private use by this household (excluding motorcycles)?

Write the number of vehicles in use in the box provided. Do not leave blank, write “0” if the household has no vehicle.

Question 31 Victim of crime

31. Was any member of this household a victim of any crime during the past twelve months?

If the response to this question is no, Skip to Q32, otherwise X each crime that any household member was a victim of.

Question 32 – 33 Did any member die during the past 12 months

If the response to this Question is yes, provide the age and sex of the persons who died. Otherwise, skip to the person questionnaire. If the person who died was over 97 then use 98 for the age, if the response is not stated then write “99”. NOTE: The past 12 months refers to the 12 month period from Census Day, May 10th 2010 and not from the date of enumeration.

PART IX - THE INDIVIDUAL QUESTIONNAIRE

It is important to remember that information for each person interviewed is collected on 6 pages or 3 sheets. **In addition, for additional persons over and above the three persons included in the main questionnaire the ED number and the household number must be copied from the front of the main questionnaire to the spaces provided for the ED Number and the Household Number on the front page of EACH additional person questionnaire. Before beginning the individual interviews, fill in from your household listing on page 2, the persons name and assigned number for the individual to whom the questionnaire relates at Q. 34. This is not only essential but also extremely critical for data processing.**

Remember it is necessary for you to read out the questions exactly as written on the questionnaire, except for the choice which you must make between he/she/you/, or his/her/your, etc., and the need to insert the name of the person or 'you' in spaces indicated by a dotted line (.....). The importance of reading the question, as is, cannot be overemphasized since this is the only way that we can be sure that the information is being recorded consistently by all enumerators.

SECTION 3 – PERSONAL CHARACTERISTICS (FOR ALL PERSONS)

The questions in this section relate to all persons and will be used for two main purposes:

(a) to assess changes in the composition of the population since the last Population Census of 2001 in terms of age and sex, relationship, marital status, and ethnicity. The Census also collects information about migration, both long term migration -- where people were born compared to where they are now -- generational migration, and short term migration. The social items include education and health. The economic items include what kind of work people did last week and last 12 months, unemployment and income and poverty;

and

(b) to see how various social and demographic variable interrelate and vary according to the characteristics of the population. There are other important uses for Q. 39 – age, for example, the main one being to make projections for the population over the next ten (10) or more years. This information will guide planners and policy makers on the expected need for schools and school places and their required locations; the level of maternal and health care required and the number of new jobs which will be required in the years following the Census, among others.

Question 34 Person's name and assigned number

34. Please fill in this person's name and assigned number.

The purpose of identifying each individual by name and assigned number is to ensure that each person in the country is counted once and only once. Write the full name of the person on the line provided and the individual number as assigned in the listing of household members on Page 2. If the respondent refuses to provide a name or the name is unknown, write unknown and ensure that the person's household listing number from page 2 is correctly entered. **The Person number from Page 2 and the person number listed on the individual questionnaire MUST be the same.**

Question 35 Relationship to Head

Question 35 – What is your /’s relationship to the head of the household?
--

Purpose: This question is used to ascertain the relationship of each household member to the reference person who is normally the head of the household. This is essential in order to determine the composition of the household.

- | | |
|-------------------------------------|---|
| 1. Head | 8. Grandchild of Head/Spouse/Partner |
| 2. Spouse of Head | 9. Parents of Head/Spouse/Partner |
| 3. Partner of Head | 10. Other Relative of Head/ Spouse/ Partner |
| 4. Child of Head and Spouse/Partner | 11. Domestic Employee |
| 5. Child of Head only | 12. Other Non-Relative |
| 6. Child of Spouse/Partner only | |
| 7. Spouse/Partner of Child of Head | |

Write the number of the appropriate response in the box to describe the relationship of each person to "Person 01", the head listed on page 2, in the household listing of the household questionnaire. If members of the household are unclear or undecided as to who is the household head, suggest the eldest or the breadwinner.

If the person *is* related to Person 01 by blood, marriage, or adoption, but is not the "Husband/wife," "Natural-born or adopted son/daughter," "Stepson/stepdaughter," "Father/mother," or "Grandchild" of Person 1, write "10" for "Other relative" and PRINT the person's exact relationship in the space provided.

Be sure all entries marked are in terms of relationship to Person 01. For example, the wife of a married son living with the son's mother (for example, entered as Person 02) should be reported as "Other relative," not "Husband/wife." The child of a "Common-Law partner" of Person 01 by a previous relationship should be reported as code 6 "Child of Partner/Spouse".

If a person *is not* related to Person 01, write in the appropriate response, as applicable, for "Domestic worker/helper", "Partner of Head" or "Other non-relative." In cases without write-ins, code 11 for domestic employees or 12 for "other non-relative."

1. HEAD

Write "1" for Head. Everyone else is to be "related" to that person. The Head of the Household is defined as that person who is acknowledged as such by the other members. This person is sometimes referred to as Person 1, for purposes of reference, and is the first person in the Listing of Household Members on page 2 of the Household questionnaire.

2. SPOUSE OF HEAD (HUSBAND/WIFE)

Write "2" for "spouse of head" or "Husband/wife" for the person reported as the husband or wife of Person 01. Other married couples may be in the household but the entry for "Husband/wife" should only be recorded for the person reported as married to the Head, Person 01.

3. PARTNER OF HEAD

Write "3" for "partner of head" for the person reported as the partner of the Person 01. Other partners may be in the household but the entry for "Partner of head" should only be recorded for the person reported as that status with reference to the Head, Person 01. NOTE: the partner can be whatever sex is recognized by the household.

4. CHILD OF HEAD AND SPOUSE/PARTNER

Write "4" for "Child of head and spouse/partner" for a child who is a son or daughter of Person 01 *and* the spouse or partner by birth, regardless of the age of the child. Write "4" for "Child of head and spouse/partner" for a child who is a son or daughter of the Person 01 and the spouse/partner by legal adoption, regardless of the age of the child, only in cases where Person 01 is not also the stepparent of the child. Sons-in-law and daughters-in-law should be marked "Spouse/partner of Child of Head" (see below). Foster children should be marked "Other Non-Relative."

5. CHILD OF HEAD ONLY

Write "5" for "Child of head only" for a child who is a son or daughter of Person 01, the Head by birth, regardless of the age of the child. Write "5" for "Child of head only" for a child who is a son or daughter of Person 01, the Head by legal adoption, regardless of the age of the child, only in cases where Person 01, the Head is not also the stepparent of the child. Sons-in-law and daughters-in-law should be marked "Spouse/partner of Child of Head" (see below). Foster children should be marked "Other Non-Relative."

6. CHILD OF SPOUSE/PARTNER ONLY

Write "6" for "Child of spouse/partner only" for a child who is a son or daughter of the "Spouse of Head" or "Partner of Head", regardless of the age of the child. Sons-in-law and daughters-in-law should be marked "Spouse/partner of Child of Head" (see below). Foster children should be marked "Other Non-Relative."

7. SPOUSE/PARTNER OF CHILD OF HEAD

Write "7" for "Spouse/Partner of Child of Head" for spouse of child of head. These people are

often called “Son-in-law” or “Daughter-in-law”, depending on the sex of the person. The spouse/partner of the child of head should *not* be coded as “Spouse of head”, even though this person is a spouse – because the person is the spouse of the child, that information must be maintained.

8. GRANDCHILD OF HEAD/SPOUSE/PARTNER

Write "8" for "Grandchild" for the grandson or granddaughter of Person 01, the Head or the spouse or the partner.

9. FATHER/MOTHER

Write "9" for "Father/mother" (“Parent”) for the father or mother of Person 01, the Head . Write "9" for parents by birth, stepparents, and parents by adoption as "Father/mother." Parents-in-law should be marked "Other relative".

10. OTHER RELATIVE OF HEAD/SPOUSE/PARTNER

Write "10" for "Other relative" for anyone else related to Person 01, the Head by blood, marriage, or adoption (sister-in-law, nephew, aunt, mother-in-law, cousin, grandparent, great-grandchild, etc.), and, in cases where a space is provided, *print the exact relationship* in the space provided.

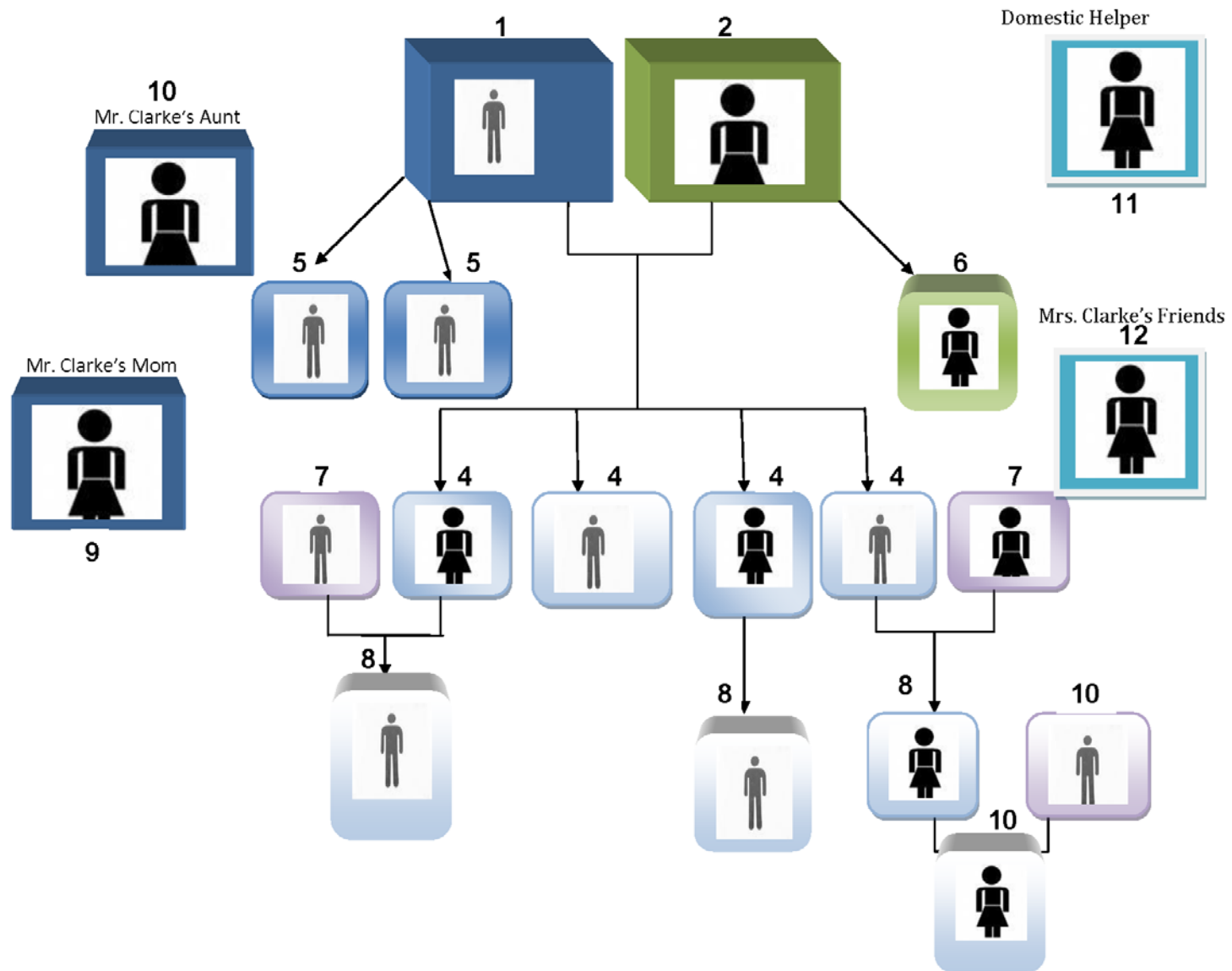
11. DOMESTIC EMPLOYEE

Write "11" for "Domestic employee" for persons who are not relatives of Person 01, the Head and who share living quarters primarily to be domestic workers or helpers.

12. OTHER NONRELATIVE

Write "12" for "Other nonrelative" for a person who is not related by blood, marriage, or adoption to Person 01, the Head but *is* related to an "Unmarried partner" or "Domestic worker/helper" or who cannot be described by the categories given.

Relationship To Head:



Question 36 – Sex

Question 36 – Is male or female?

This question, in conjunction with other variables will assist in the analysis of data that varies by sex. Examples are income levels, educational attainment, occupation and the number of persons in the older age groups. Information on sex is essential in calculating population projections for a country.

It is not always possible to tell the sex of a person by the name alone. Therefore you must ask this question whenever you are not interviewing the person to whom the question relates. If this is not possible, a person's sex can usually be determined from the name or relationship entry. Do **not** guess the sex of the household member from the name provided to you. It is not always possible to tell the sex of a person by the name alone.

Question 37 – Date of birth

Question 37 – What is your/’s date of birth?

The actual date of birth should be entered in the boxes provided, of which there are two for the day, two for the month and four for the year. If the day is less than 10 enter a zero in the first box. The months are numbered 01 for January, 02 for February, ...09 for September, 10 for October, and 12 for December. For the year, enter all four digits. Thus, a birth date of 9th March, 1930 will be recorded as:

0	9
---	---

 /

0	3
---	---

 /

1	9	3	0
---	---	---	---

If the respondent does not know the exact date, ask the question relating to the age at last birthday and record the answer in the boxes provided. Whether the actual date of birth is known or you have had to ask the age, write in the individual's age in the boxes provided. For children under 1 year, write **000**.

There may be instances, especially in the case of older people, where a respondent may not remember their age or the exact age of the person to whom you are referring. Since a 'not stated' or 'not known' answer or a blank is **NOT ACCEPTABLE** and would require that you pay another visit to the household, you may need to probe to find out the correct answer or to ask the question directly to the person for whom you require information. Referring to your History Page, may be helpful. In particularly difficult cases, an estimate of the age by the respondent is accepted, but only where more precise data cannot be obtained. If age was estimated insert an X in the box provided.

Question 38 – Ethnic, racial or national group

Question 38 – To which ethnic, racial or national group do you/doesbelong?

Purpose: Collecting data on ethnicity is important because there may be differences between groups, example in the areas of income, occupation and educational attainment. Since in the majority

of cases you will be interviewing one member of the household, you are required to insert an X in the box next to the response category to which the respondent says they or other members of the household belong.

A person's ethnic group refers more to the customs and culture of the group, while race refers more in a strict sense to physical characteristics. The respondent is free to determine how he/she chooses to respond to this question. If the person belongs to a group other than those identified in Categories 1 to 10, insert an X in the box next to **Other (specify)_____** and also write in the answer on the line provided. Also DO NOT DECIDE BY APPEARANCES AND DO NOT ARGUE.

If you think you are being misled, make a note in the comments section on Page 2 of the household questionnaire and inform your Supervisor.

Question 39 – Religion

Question 39 – What is your /.....'s religious affiliation/denomination?
--

Accept the response given and do not probe as to how frequently the religious institution is attended, whether baptized or not or is actually registered with a religious group. If the individual does not belong to any of the religious groups listed on the questionnaire, insert an X in the box next to Category 21 'Other (Specify)' and write the name of their religion/denomination on the line provided. If the individual refuses to answer, leave the item blank.

SECTION 4 – MIGRATION (BIRTHPLACE AND RESIDENCE) FOR ALL PERSONS

The primary purpose of this section is to measure internal and external migration. Migration is an important component of population change. The number of persons coming from another country to live in St. Lucia and the number leaving St. Lucia to reside in other countries are important since this affects population estimates, population projections and/or estimates of the population.

Internal population movements affect the demand for social services, (housing, schools, hospitals, electricity, water, etc.) as well as their distribution. For example, are many people leaving rural districts to live in towns? How many are leaving the towns to live in the suburbs? Have most of these movements taken place within the last 5, 10 or 20 years.

This data can also be used to assist with rezoning and planning decisions for the infrastructure of a country.

Question 40 – Usual Residence

40. Where do you/does.....usually live?
--

1. At this address

- District _____ Community _____
2. Elsewhere in this district
District _____ Community _____
3. In another district
District _____ Community _____
4. Abroad
Name of country _____

Note: Remember for the purpose of the census, “live” refers to residing at an address in St. Lucia for a continuous period of 6 months or more. This also includes those respondents whose period of residing at the present address in St Lucia is less than 6 months, but who intend to stay at this address for more than 6 months.

Question 41 – Place of Birth

41. Where were you/was.....born?

- 1 In this country
District _____ Community _____
- 2 Abroad
Name of Country _____

This question asks for the place of birth of the respondent. It is important to remember that for persons born in this country what is required is the place of usual residence of the mother at the time of the respondent’s birth and not the hospital or place where the birth took place. However, if the respondent was born abroad enter the name of the country.

Question 42 – Duration of Residence

42. In what year did you/..... last come to live in St. Lucia

This question is for persons born abroad only. Note the word “last”; it is necessary because someone not born in St. Lucia could have lived here for a while, gone to live in another country and then returned to settle here. It is the year of the last movement which is required.

Remember, for the purpose of the census, “live”, refers to residing in St Lucia or intending to reside in St Lucia for a continuous period of 6 months or more.

Question 43 & 44 – Duration of Residence at Present Location in District

43. In which district did you/..... last live?

- 1 Never Moved
- 2 District _____ Community _____

The response never moved implies that the respondent has never lived in another district in St Lucia.

Question 44 – In what year did you /..... last comes to live in this district?

44. In what year did you/..... last come to live in this District?

Questions 43 and 44 are to be asked of all persons, whether local or foreign born. Write the district and community name on the lines provided. The response never moved implies that the respondent has never lived in another district in St Lucia. .

Write the four digits of the year in the boxes provided. At this point all foreign born residents must continue to Q44 and then skip to Q49. Since Q.45 to Q.48 is for local born only.

Question 45 – Residence in Another Country

45. Have you/hasever lived in another country?

This question is to be asked of local born persons only. “Ever lived” refers to a period of 6 months or more.

Question 46 – Country of Last Residence

46. In which country did you/.....last live?

This question is for persons who answered yes to question number 45. The country where the local born person last lived is the country from which the migration took place.
Write the name of the country on the line provided.

Question 47 – Year of Return

47. In what year did you/..... return to live in St. Lucia?

The “return” period is for 6 months or more or the intention to live here for six or more months.

Question 48 – Main Reason for Return

48. What is the main reason why you/.....returned to live in St. Lucia?

- | | | | |
|---|--------------------------------|---|----------------------|
| 1 | Regard it as home | 6 | Homesick |
| 2 | Family is here | 8 | Other (specify)_____ |
| 3 | Involuntary Return/Deported | | |
| 4 | To start a business/Employment | | |
| 5 | Retired | | |

Questions 47 and 48 are to be asked of persons who were born in St. Lucia. Many persons who

emigrated years ago have returned to live in St. Lucia.

Question 48. This question seeks to find out why the respondent returned to live in St. Lucia. If more than one reason is given ascertain the main reason and insert an X in the appropriate box.

Question 49 – Whether Same Place of Residence Five Years Ago

49. Did you/.....live at this address five years ago?

- 1 Yes (Go to Q.51)
- 2 No

Question 50 – Place of Residence Five Years Ago

50. If 'NO' in which country or district and community did you/..... live five years ago?

Country _____ Community _____
District _____ 1 Don't Know

Question 51 – Whether Same Place of Residence Since Last Census

Question 51 – Did you/..... live at this address in 2001?

- 1 Yes (Go to Q53)
- 2 No

Question 52 – Place of Residence Since Last Census

52. If 'NO' in which country or district and community did you/..... live in 2001?

Country _____ Community _____
District _____ 1 Don't Know

Questions 49 , 50, 51 and 52 should be asked of all persons, whether local or foreign born and requires information on place of residence at a specified period in the past five and ten years.

A person born abroad may have lived in a country other than that of his birth before coming to live here; while a locally born person may have gone to live abroad for a while before returning home.

Question 53 –Of which country(ies) are you /.....a citizen?

53. Of which country (ies) are you a citizen? (List up to two countries).

This question determines the country citizenship of the individual. It will allow the country to compile data on the nationalities of people who compose the population of the country. It will enable analysts to estimate demographic and socio-economic estimates for the citizen population, irrespective of their ethnic background.

Notes:

- Citizenship is defined as the particular legal bond between an individual and his/her State.
- A person's country of citizenship may not necessarily be the country in which he/she is currently residing. If the person was born in St Lucia, normally St Lucia would be the country of citizenship.
- Those who were born outside the country should have passed through some formal government process or have a passport for St Lucia in order to be considered as "citizens".
- If a person is a citizen of more than one country, enter names of up to two countries.

SECTION 5: DISABILITY (FOR ALL PERSONS)

Persons with disabilities are defined as those who are at greater risk than the general population for experiencing restrictions in performing tasks or participating in role activities. This group would include persons who experience limitations in basic activity functioning, such as seeing or hearing, even if such limitations are reduced by the use of assistive devices.

For the purpose of these questions an individual is considered as having a disability if the disability is permanent or if the **person has been disabled for a continuous period of six months or more**. It is permanent, regardless of how long ago it manifested itself.

The purpose of this section is to measure the incidence and type of disability and level of difficulty experienced by members of the population. From this information, the need for care or the provision of special facilities for the disabled can be gauged.

Where possible, it is best to ask the individual themselves to assess conditions of disability, however, if this is not possible, proxy responses will suffice. Many of the response options are subjective, it is essential that the answer provided by the respondent be used rather than the enumerator making any decisions about the correct response.

Question 54 – Disability Status

54. Do you/does..... have difficulty with any of the following?

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Seeing (even with glasses)? 2 Hearing (even using a hearing aid)? 3 Walking or climbing stairs? 4 Remembering or concentrating? 5 Self Care? 6 Upper body functions? 7 Communicating and speaking? | <p>Rate Responses as follows:</p> <ol style="list-style-type: none"> 1 No - No Difficulty 2 Yes - Some Difficulty 3 Yes - Lots of Difficulty 4 Cannot do (it) at all |
|--|--|

Each of the seven disability questions has to be answered using the responses/options given above, ranging from option: 1 No difficulty to option 4: Cannot do (it) at all. Insert an X in the relevant box based on the responses given. Read the entire question for each type of disability.

It is possible for someone to have more than one form of disability; record all types of disability. If the response to option 1: No - No difficulty, is given for all the disabilities listed, skip to question 57. Upper body functions refer to the respondent's ability to lift, reach or carry.

Question 55 – Origin of Disability

55. What is the origin of your/..... disability?

- 1 Seeing (even with glasses)?
- 2 Hearing (even using a hearing aid)?
- 3 Walking or climbing stairs?
- 4 Remembering or concentrating?
- 5 Self Care?
- 6 Upper body functions?
- 7 Communicating and speaking?

Rate Responses as follows:

- 1 From Birth
- 2 Illness
- 3 Accident
- 4 Other (Specify)

This question seeks to establish the origin of the disability reported in question 54. Responses should be written in the box provided. When the response is 4 other is given, the origin of the disability should be written on the line provided.

Question 56 – Are you/..... using any of the following aids?

56. Are you/..... using any of the following aids?

- 1 Wheelchair
- 2 Walker
- 3 Crutches
- 4 Braille
- 5 Adapted Car

- 6 Cane
- 7 Prosthesis/artificial body part
- 8 Orthopedic Shoes
- 9 Hearing Aids
- 10 Other (specify)
- 11 None

This question gives an indication of the extent of the disability. Multiple responses are accepted. Remember to enter all aids used if more than one is used. Insert an X in the relevant boxes. Braille is a system of writing and printing for the blind. (In which characters are represented by patterns of raised dots). Orthopedic shoes assist persons with disorders or deformities of the bones and joints. For 'other' the response must also be written.

SECTION 6 - HEALTH

The objective of this section is to establish what proportion of the population has continuing health conditions. This information will provide health planners with valuable information for medical and Health services.

Be careful to record only the responses given by the individual and do not probe to determine if a doctor has actually determined the nature of the illness. Read some options and wait for the answer from the respondent.

Question 57 Any illness

57. Do you/doeshave any of the following illnesses?
--

- | | |
|------------------------------------|-------------------------|
| 1 Arthritis | 9 Glaucoma |
| 2 Renal Disease | 10 Sickle Cell |
| 3 Asthma | 11 Anemia |
| 4 Diabetes | 12 Lupus |
| 5 Hypertension/High Blood Pressure | 13 HIV/AIDS |
| 6 Carpal Tunnel Syndrome | 14 Other (Specify.....) |
| 7 Cancer | 15 None |
| 8 Heart Disease | |

You are required to put an X in boxes next to the illnesses affecting the respondent. Multiple responses are accepted. Most respondents will not have an illness, in this case X code 15 none and move to the next question.

1. **Arthritis** is inflammation of one or more joints, which results in pain, swelling, stiffness, and limited movement.
2. **Kidney disease** – Chronic kidney disease includes conditions that damage your kidneys and decrease their ability to keep you healthy.
3. **Asthma** is an inflammatory disorder of the airways, which causes attacks of wheezing, shortness of breath, chest tightness, and coughing.
4. **Diabetes** is a chronic (lifelong) disease marked by high levels of sugar in the blood
5. **Hypertension** is the term used to describe high blood pressure.
6. **Carpal Tunnel Syndrome** is compression of the median nerve at the wrist, which may result in numbness, tingling, weakness, or muscle damage in the hand and fingers.
7. **Cancer** is the uncontrolled growth of abnormal cells in the body. Cancerous cells are also called malignant cells.

8. **Heart diseases** – Coronary heart disease (CHD) is a narrowing of the small blood vessels that supply blood and oxygen to the heart. CHD is also called coronary artery disease.
9. **Glaucoma** refers to a group of disorders that lead to damage to the optic nerve, the nerve that carries visual information from the eye to the brain.
10. **Sickle Cell anemia** is a disease passed down through families in which red blood cells form an abnormal crescent shape. (Red blood cells are normally shaped like a disc.)
11. **Anemia** is a condition in which the body does not have enough healthy red blood cells. Red blood cells provide oxygen to body tissues.
12. **Lupus** is a chronic, inflammatory [autoimmune disorder](#). It may affect the skin, joints, kidneys, and other organs.
13. **HIV/AIDS** is the disease that starts as HIV, and can become AIDS if not treated
14. **Other (specify)**_____ is for any other disease. Specify the disease.

Question 58– Type of Insurance

58. Which of the following insurance do you/does..... have? (Multiple Responses are acceptable)
--

This question should be asked and all responses should be read to the respondent. X all the responses that apply as indicated. The respondent must be registered, pay premiums or have an insurance number in order to “have” any of the above insurance coverage.

Note: A Health (medical) plan is different from a life insurance, although many medical plans do include a life insurance component.

1. **National Insurance/Social Security** is the type of National Insurance offered by St. Lucia’s National Insurance Cooperation.
2. **Group Health** is a group health plan offered either by the government or by the private sector for a group of workers.
3. **Individual Health** is an individual health plan initiated and paid for by the individual himself or herself or guardian.
4. **Life with Health** is when Life and Health Insurance are offered together, either publicly or privately.
5. **Endowment with Health** is an endowment plan with a health insurance component.

6. School Accident Insurance:

7. Other (specify)_____ is something other than the ones described above

8. None

Children under 3 years skip to Section Q 100.

SECTION 7 – EDUCATION AND INTERNET ACCESS (FOR ALL PERSONS 3 YEARS AND ABOVE)

The purpose of this section is to provide information about the level of academic schooling and achievement of the country's population as well as information on the population's access to internet. This information will be useful to policy makers and planners about the future needs for educational institutions, suitable curriculum development and literacy programs.

Three main areas are covered in this section:

- (a) The level of current attendance at school or other educational institutions and type of institution being attended (Qs.59 – 61). This is relevant to the whole population for it refers not only to children attending nursery, primary or secondary school but also to any adult who may be furthering his/her education – on a full-time or part-time basis.
- (b) The highest level of education attained and highest examination passed (Qs. 62 & 63);
- (c) Access to internet (Qs. 64 & 65);

59. Current School Attendance

59. Are you / is _____ currently attending an Educational Institution?

1. Yes 2. No (Go to Q62)

This question is straightforward. Remember it relates to all persons three (3) years old and over i.e. persons born before May 10, 2007. Remember that many adults, whether they are working or not, enroll in technical schools and other such institutions to further their education. Ensure that the response is “yes” if the individual is out of school due to vacation, holiday, illness, industrial dispute, weather or similar conditions. Teacher training colleges, nursing schools and the like are to be included as Vocational Schools. If the answer is “No” skip to Question 62. If yes, go on to Question 60.

Question 60 – Type of School or Institution Attending

60. What type of school or institution are you/is..... attending?

- | | |
|--|---|
| <input type="checkbox"/> 1 Daycare/Nursery | <input type="checkbox"/> 8 Home Schooling |
| <input type="checkbox"/> 2 Preschool | <input type="checkbox"/> 9 Post Secondary - A Level |
| <input type="checkbox"/> 3 Infant/Kindergarden | <input type="checkbox"/> 10 Post Secondary - Professional
Tech/Voc |
| <input type="checkbox"/> 4 Primary | <input type="checkbox"/> 11 Post Secondary Tertiary - UWI
Other |
| <input type="checkbox"/> 5 Special Education | <input type="checkbox"/> 12 Adult Education |
| <input type="checkbox"/> 6 Post Primary
(NonSecondary Tech/Voc) | <input type="checkbox"/> 13 Other |
| <input type="checkbox"/> 7 Secondary (General) | <input type="checkbox"/> 14 Not Stated |

Answer only one category that indicates the type of educational institution. Insert an X in the box next to the option that indicates the type of school/institution. If the person is attending more than one type of institution select the response that reflects the institution which will result in the highest level of education. If the respondent gives the name of the school and you are not sure what option it is, continue reading the categories given and let him/her indicate. However, in most cases the name of the school will include the type of school e.g. R.C Boys Primary School. All University education would be classified at option 11.

Special Education Centres include: School For The Blind, Lady Gordon Opportunity Centre, Dunnottar School, Soufriere Special Education Centre and Vieux Fort Special Education centre.

Professional/Technical/Vocational Schools includes: The Division of Technical Education

Adult Education refers to programs such as the National Enrichment and Learning Program (NELP)

Explanation of other categories required.

Question 61 – Name and Address of School or Institution

61. Please give the name and address of the school or institution

Note: In some cases the name of the institution/school would have been given as the answer to Q 60. When this occurs simply ask what is the address of the institution/school? Remember that the full address is required.

Question 62 – Highest Level of Education Completed

62. What is the highest level of education that you have/.....has completed?

- 1 Daycare / Nursery
2. Pre-school

3. Primary (Infant) or Primary
4. Lower/ Junior Secondary (Forms 1-3)/ Senior Primary
5. Upper Secondary (Forms 4&5)
9. Doctorate level programs
10. Other (Specify) _____
11. None

Children three years and over who attend a daycare/nursery or pre-school should respond at option 11 Q.62. Persons who answered primary, secondary, pre-university and university education are asked about their highest certificates/diplomas/degrees at Question 63. Option 3 Infant or Primary includes kindergarten. If “other” is selected, remember to specify by writing the response on the line provided. Answer only one category. If the person is attending more than one type of institution, select the response that reflects the institution which will result in the highest level of education.

Question 63 – Highest Examination Ever Passed

63. What is the highest examination that you have /.....has ever passed?

- | | |
|--|------------------------------|
| 1 School leaving Certificate (Standard Six or seven School Leaving Exam) | 11 Bachelor's degree |
| 2 Cambridge School Certificate | 12 Post Graduate Certificate |
| 3 CXC Basic | 13 Post Graduate Diploma |
| 4 GCE 'O' levels or CXC General | 14 Higher Degree (Masters) |
| 5 High School Certificate | 15 Higher Degree (Doctoral) |
| 6 GCE A' levels, CAPE | 16 Other (Specify) _____ |
| 7 Associate Degree | 17 None |
| 8 College Certificate | |
| 9 College Diploma | |
| 10 Professional Certificate | |

“Passed” means that the person has successfully completed the examinations and received recognition of this successful completion. The highest examination passed means highest qualification e.g. degrees, diplomas, certificates, professional titles etc. that an individual has acquired, whether by full-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examination bodies or professional bodies. On-line education will be accepted just as classroom education.

Questions 64– Have you/has..... had access to the internet within the past 3 months?

64. Have you/ has /had access to the internet within the past 3 months?
--

- 1 yes 2 No (Skip to Q66)

Internet use is rapidly expanding resulting in significant changes in communication practices, social customs and household habits. In this question access to the internet applies to persons who had

access to and used the internet. Information on questions 64 and 65 will provide policy makers with a basis for decision makings on the best method of communicating with the population.

Questions 65– Where Use (Access) Internet in the Past 3 Months

65. Where did you / mainly use the internet in the past 3 months?
--

- 1 Home
- 2 Work
- 3 School
- 4 Internet Café
- 5 Cellular Phone /PDA
- 6 Family or Friend's House
- 7 Other (specify)_____
- 8 Did not use

The purpose of this question is to determine where individuals actually accessed the internet. The option “Home” response indicates that there is a computer/laptop in the household that has access to or was connected to the internet and was used for that purpose in the past three months.

Question 66 - Filter Question

Question 66 is a filter question to ensure that persons under fifteen (15) years i.e. those born before May 10, 1995 are not asked any further questions during this phase of interviewing.

SECTION 8 – TRAINING

This Section seeks to measure the level of exposure to post-school or adult training/education and occupation for which this training/education prepared the individual (Qs. 67 – 70). These questions relate to all persons 15 years and over.

Questions 67 to 70 Purpose of 67 – 70 (For Persons 15 Years and Over)

This section applies to all persons, fifteen years old and over. The main purpose is to distinguish between persons who have received, attempted or are now receiving special training in preparation for a specific type of job, as opposed to those who have not received any training at all.

This information is used by the Employers and the Government to evaluate whether there are enough people with adequate education, training and job skills in particular areas of the work force. This is done with a view to developing training programmes to meet the changing needs of our work force.

Students in Primary and Secondary Schools, Youth Development and Apprenticeship Centres, etc. pursuing specialized technical/craft courses as part of their general education should be probed to respond. You should probe especially for the Government Secondary Schools where it is now a

regular part of the students' education to obtain training in some craft or trade such as masonry, carpentry, motor mechanics, welding etc.

Note: "Training can be practical or theoretical under an instructor to acquire a skill or capability to perform a task to some specified standard."

Question 67 - Training Attainment

You are required to obtain from the respondent whether or not he/she has completed, attempted or is now receiving any Special Training to fit him/her for employment.

Question 67a – Have you/has.... ever received/attempted any training to equip you/..... for employment or occupation/profession?

67a. Have you/has.....ever received/attempted any skills training to equip you/.....for employment or occupation/profession?

1 Yes

2 No (Go to Q71)

Note: Some individuals may need clarification on Training. For the Census, training is any form of learning to perform a job, practical or theoretical, whether it is computer programming or laying of blocks, as long as the method of instruction is organized and systematic. There must be some type of formal instruction. There is no time limit to the exposure of students to training. Training may consist of a number of stages in a sequence of instructions e.g. learning to lay bricks, plastering, etc. eventually leading up to full certification as a qualified mason, for example, when all the stages (modules) in the sequence have been completed.

What is meant here is that training need not be total or comprehensive. A modular or step-by-step method is also being considered here.

If the response is Yes at 67a, then go to Question 67b. Otherwise skip to Question 71.

Question 67b –Field of Highest Level of Training Completed/Attempted/Undergoing

67b. What is the field for which the highest level of training was completed/attempted or is undergoing by you/.....?

Field Trained _____

If the respondent was trained or is now being trained in more than one field, then you are required to obtain from him/her the field which he/she considers the highest field of training that was received or is being received.

For example, some lawyers were trained also as economists. It is the respondent who will decide what he/she considers the highest field of training.

Note: The field (area) of training is defined for the 2010 Census as the broad subject matter area consisting of one or more courses or combination of courses sometimes commonly referred to as a programme of studies either completed or being pursued by persons to fit them for employment in a specialized job/occupation or general professional, administrative, managerial or technical occupation.

Respondents may have to be probed to indicate a university degree in Science as their preparatory training for an occupation in Engineering or Social Sciences for an administrative career.

Question 68 – Method by which Training was acquired

68. What was the main method used by you /..... to acquire training in this field?

- | | |
|--|-----------------------------|
| 1. On the job | 9. University (on campus) |
| 2. Private Study | 10. Distance Learning |
| 3. Apprenticeship | 11. Online/Virtual learning |
| 4. Correspondence course | 12. Other (specify). |
| 5. Secondary School | |
| 6. Vocational/Trade School/Technical Institution | |
| 7. Commercial/Secretarial School | |
| 8. Business/Computer School | |

This response should indicate the main method or source from which the training has been completed or is being received and this must relate to the field of training recorded in Question 67b. It is very important to determine the main method in order to facilitate office coding of Question 67b. For persons answering self study or self-taught "Private Study" Box 2 must be checked, except in cases where they indicate that a correspondence course is being pursued. In such a case, place an 'x' in box 4 Correspondence course.

The method by which training was acquired can be classified in the following groups:

1 On-the-job training

This refers to training received while the person is in the service of the establishment or a tradesman. (On-the-job training could take various forms e.g. a short course offered at the place of employment to acquire a specific skill).

2 Private Study

For persons answering self study or self-taught "Private Study" Box 2 must be checked, except in cases where they indicate that a correspondence course is being pursued. In such a case, place an 'x' in box 4 Correspondence course.

3 Apprenticeship

Is a contractual agreement between employer and employee. The apprentice gets the training, and the employer may or may not pay him/her whilst the apprentice acquires the skill. Example: Caribbean Meteorological Institute in Barbados provides apprenticeship training for persons in St. Lucia.

4 Correspondence Course

This refers to forms of training acquired either through the reading of books, such as, teach yourself manuals along with using traditional postal mail service to correspond with an institution which organizes training programmes around these manual/training materials.

5 Secondary Schools

This category refers to the Government and Government Assisted, as well as Private Secondary Schools providing a broad base of general education for children over eleven years of age. Example, Castries Comprehensive, Bocage Secondary, Entrepot Secondary, St. Joseph's Convent, The International School etc

6 Vocational / Trade Schools / Technical Institution

A vocational or trade school is one which offers courses in trades such as welding, pipe-fitting, carpentry, printing, book-binding, electrical wiring, etc. Educational institutions such as CARE are examples.

Training provided in "technical institutes", this training is usually of a technical/vocational nature. Admission to the institutes in most cases will require completion of a full five-year secondary education as a minimum. Education at this level may be classified as "Third level first stage of the type that leads to an award not equivalent to a First University Degree". A Typical example is the Sir Arthur Lewis Community College; the Vieux-Fort Community College, is another such example.

7 Commercial /Secretarial School

Commercial School and Secretarial schools can be described as educational institutions, which offer courses in one or more of the following subjects e.g. typing, shorthand, basic book- keeping and office procedure. Examples of Schools: SALCC, Vieux-Fort Comprehensive Post Secondary Department, CARE, PASS

8 Business /Computer School

This refers to schools, which offer specialized courses in either the business or computer science fields, for example, business management and information technology.

9 University (on campus)

Training provided at an institution offering courses, which lead to the award of a degree. Examples of Schools: University of the West Indies

10 Distance Learning

Distance Learning is any form of organized educational experience in which teaching and learning takes place with teachers at a distance from the learners for most of the time. It incorporates all levels of education and training using advanced forms of technology involving satellites, teleconferencing, networks, television/radio broadcast and other mechanisms. Examples of Schools: UWIDITE, British College of Professional Management (via ISIS), University of Leicester

11 Online /Virtual Learning

Refers to organized education through the internet.

12 Other

This category refers to training acquired through all other methods not previously stated. These include such methods as self-taught, trial and error etc.

Question 69- Period of training

69. How long was the period of your /..... highest level of training?
--

Enter the number of months of training e.g 1 year = 12 months 3 weeks= 1month. For less than 2 weeks write "0" for two or more weeks write "1" in the box provided.

Question 70- Type of qualification/certification Receive at highest level

Question 70- What type of qualification/certification did you/....receive on completion of the training at the highest level?
--

- | | |
|------------------------------------|-------------------------------|
| 1. None | 6. Associate Degree |
| 2. Certificate with examination | 7. First Degree |
| 3. Certificate without examination | 8. Post Graduate. Degree |
| 4. Diploma | 9. Professional Qualification |
| 5. Advanced Diploma | 10. Other (specify) |

These responses are restricted to those who have completed a substantive tertiary or vocational study at a recognized institution that formally assesses students' performance and offers a recognized or accredited degree, diploma or certificate. If a respondent is still studying to obtain a tertiary or vocational qualification, this should not be included. The respondent must have completed his/her studies and be in the possession of an official document stating that he /she has obtained that degree/diploma/certificate. This is particularly important in the case of vocational qualifications.

SECTION 9 – ECONOMIC ACTIVITY AND INCOME (FOR PERSONS 15 YEARS AND OVER)

(PERSONS BORN BEFORE MAY 10, 1995)

In this section we seek to find out if persons are economically active i.e. supplying labour for the production of goods and services during the specified reference period viz. past twelve months and past week.

The following series of questions on Economic Activity are designed to classify all individuals in the country into the three mutually exclusive categories, namely, those in the labour force, (either employed or unemployed), and those not in the labour force. Supplemental and follow-up questions are intended to collect the characteristics of the individuals in each of these 3 categories. The data provides valuable socio-economic information related to the individual's labour market status that is used by policy makers to make decisions regarding the management of the economy and by investors as to where to locate new businesses.

An individual is classified as having worked if he/she was engaged in the production of goods and services for sale. Usually working entails the person receiving a wage, salary or other form of recompense. However, there are several types of workers who do not receive payment, such as trainees and apprentices, unpaid helpers and family workers on commercial farms or other enterprises. In addition, many persons grow agricultural produce or sell the produce of their family farms, while others may do work at home – i.e. work given by someone else. For example, smocking, sewing, etc. Yet others make articles or prepare food at home for sale; sell nuts, fruits, lottery tickets and other items. ALL of these activities are considered 'work' as are temporary and part-time jobs.

Question 71 – Work in the Past 12 Months

71. How many months did you/..... work in the past 12 months?
--

A person must be recorded as having worked within a month if he/she engaged in the production of goods and services for sale for at least four hours within that month. Persons who had a job but were not at work due to vacation or illness are also to be recorded as having worked. Also included are persons on temporary layoff or industrial dispute, that is, where a formal attachment to the job can be established.

Question 72 – Main Activity in last 12 months

72. What did you/....do most during the past 12 months?
--

The main activity is what the person did most during the twelve-month period prior to enumeration. *Please note that the term "most" need not be continuous.* The categories listed are as follows:-

1. Worked An individual is classified as having worked if he/she was engaged in the production of goods and services for sale. Usually working entails the person receiving a wage, salary or other form of recompense, but trainees and apprentices whether paid or not, as well as unpaid helpers and family workers on commercial farms and other enterprises are also to be listed as worked.

2. Had a Job But Did Not Work This category applies to persons who, although they had a job, spent most of the 12-month period prior to the month of enumeration away from the job because of illness, injury, vacation or for some other cause. Also included are persons on temporary layoff or industrial dispute, that is, where a formal attachment to the job can be established.

3. Looked for Work The person must have spent most of the year (i.e. the 12 month period prior to enumeration) actively looking for work. This includes writing letters of application as well as actually visiting work places or houses in search of employment.

4. Wanted Work and Available This category includes persons who are ready and willing to work but who did not actively look for work during the 12 month period.

5. Home Duties)These categories cover those persons who,

6. Attended School)although 15 years and over, were/are not
)economically active

7. Retired)Note: It is quite acceptable to X

8. Disabled, Unable to Work)home duties for men.

Do not forget to specify the activity if 9 – Other is X.

Question 73 – Work in the Past Week

73. Did you/..... work for pay, profit or family gain, during the past week? Note: Exclude Domestic Work at home

If the response is yes you must probe to determine whether the respondent was at work or on vacation or otherwise not at work due to illness or injury etc. and X the appropriate response. If the response to this question is no, ask the respondent what did he/she do most during the past week and X the appropriate response. All respondents who did not work during the past week, were not on vacation, ill or otherwise unable to work if they did not have a formal attachment to their job must go to Q82.

The reference period is the past week. Follow the skip patterns carefully in this question; otherwise the respondent will respond to questions that are inconsistent with his/her labour force status. The terms job, work and employment can often be used interchangeably to ascertain an individual's status. If the respondent had a job and worked, or had a job but did not work, it means that he/she was engaged in the production of goods and services for **at least one hour** during the reference week. Usually, **work** entails the receipt of a wage/salary or some other form of payment such as commissions for sales. There are several types of activities considered as 'work' however, including

some which do not attract payment. Essentially, a respondent worked if he/she was given some form of compensation, whether monetary or in kind, for the effort put forth for at least one hour during the reference week.

- 3) **Seeking first job.-Skip to Q82** is for people who have never had a job and were looking for their first job.
- 4) **Seeking a job which was not the first- Skip to Q82** is for people who had a job in the past, but did not have a job in the past week, and were looking for a job.
- 5) **Did not seek but wanted work and was available-Skip to Q82** is for people who have given up actually looking for a job but would take a job if one was offered to them during the past week.
- 6) **Attended school/Student-Skip to Q82** is for people who attended school, as a student, for most of the time during the past week.
- 7) **Did Home Duties-Skip to Q82** is for people who only performed duties around the home – both males and females – during the past week.
- 8) **Retired, did not work-Skip to Q82** is for people who were already retired and so did not work in the past week.
- 9) **Disabled, unable to work-Skip to Q82** is for people who were disabled for more than half the year during the 12 months before census day or who have a permanent disability and could not work during the past week as a result of this.
- 10) **Others, specify _____ -Skip to Q82** is for others who do not fit into the categories listed above. If this category is reported, specify what

Examples of activities defined as ‘work’

1. Selling newspapers, cigarettes or lottery vending; roadside washing of cars/ windshields for tips or payment.
2. Managing business or farm although not directly involved in production of output
3. Preparatory activities for future operation: For example, a fisherman who was repairing nets for future outings or a businessman buying or installing equipment and ordering supplies in preparation for opening of business.
4. Unpaid work in an economic enterprise operated by a relative living in the same household or work in the household enterprise without pay but with a share in the earnings be it cash or kind. Exclude unpaid ‘family worker’ who was not at work during the reference period.
5. Outsourcing, i.e. the practice in some types of business activity, where all or part of production is allocated to individuals or households who carry out this work at home and receive payment on a piece rate system.
6. Apprenticeship, but only if the training is related to production and regardless of whether pay is received or not.

7. Paid domestic services, including baby-sitting and the teaching of children in their homes for payment in the form of cash or kind (e.g. boarding, lodging etc.).
8. Production for own or household consumption (e.g. backyard vegetable production) but only if the majority of the production is for the individual's or household's subsistence. Also the construction or major renovation of own house (not minor repairs).
9. Lay-offs or no-pay leave, i.e. where a person's activity or contract of employment is suspended for a specified or unspecified period, at the end of which the person has a recognized right or expectation to return to work. The important consideration is that there is still a job attachment.

Examples of activities 'not defined as work'

1. Work done without pay for a household or family member who does not own a farm or business but who is himself/herself a salaried employee.
2. Unpaid home activities such as child care, cutting lawn or painting the house.
3. Training or apprenticeship, which is unrelated to the production activities of the enterprise, even if a stipend is paid.
4. Volunteer work for organizations such as hospitals, PTAs or unpaid community service.
5. Investment in a business but not contributing to its management or operations e.g. holding shares and stocks.

Question 74 – Category of Worker

74. What category of worker are you /..... in your job?

- The category refers to the employment relationship or contract that a person has with the employer.
- "Paid workers" are those who have received some form of monetary compensation for the work performed.
- All persons answering this question should proceed to Question 77 except Self employed persons with or without employees coded at options 5 and 6 respectively who are required to continue to the next two questions, Q75 and Q76 which relate directly to the operations of their small business.

The categories identified on the questionnaire are defined as follows:

1. Paid Employee – Government

This is a person who works for the Government (either central or local) and receives payment in wages or salary.

2. Paid Employee – Private

This person works for a private concern and receives payment in one or more of the following forms; wages, salary, commission, tips, piece rates and kind.

3. Paid Employee – Statutory Body

This person works for a quasi-

government institution, for example the Castries City Council, the Touris Board, the Port Authority and receives payment in wages or salary.

4. Paid Employee – Private Home

This person works as a domestic in a private home. The category covers maids, gardeners etc who provide domestic services, for example, washing, cooking, cleaning and gardening etc to a household for a salary or wage.

5. Own business/ Self-employed with paid employees

A person who operates his/her own economic enterprise or engages independently in business or trade, and hires *one or more paid employees*.

6. Own business/ Self employed without employees

This person is self-employed and works by him/herself in the production of a good or a service for sale.

7. Apprentice/Learners

This person holds a contractual agreement with his/her employer. He/she gets training and acquires a skill. He/she may or may not get paid.

8. Unpaid Worker/Volunteer

Is a person who works in a business or farm which is run for profit, but who receives no payment in cash. He/she may be a member of the proprietor's family, an apprentice or trainee, as long as he/she contributes to the production of goods and services and benefits in some way from its operation.

9. Unpaid family Worker/Volunteer

10. Other Specify

Question 75 – Type of Accounts Kept

75. What kind of accounts do you keep for this activity/business?

This question is directed only at persons who are self-employed with or without employees. The question tries to determine the level of informality at which the business operates. This question is the most basic requirement for classifying an enterprise as formal or informal. This question will allow the Statistical Office to make the distinction between the formal and informal Household Unincorporated Enterprises with some Market Output.

Question 76 – Registration with the National Insurance Corporation

76. Are you registered with the National Insurance Corporation as a self-employed person or an employer?

Registration with the National Insurance Corporation could be as an employer or as an own-account worker or employee. If the self employed person has no links to the National Insurance Corporation then Not Registered should be X'ed.

Question 77 – Main Occupation

77. What kind of work were you/.....doing during the past week?

This question asks for details of the jobs held by those persons who did any work at all during the week preceding enumeration or the last job held by persons who had ever worked. Where the person has done more than one job the question relates to the *main* job, which, in general, will be the one, at which he/she spent the most time. Probe for a description of the main duties performed since vague terms such as agent, apprentice, attendant, clerk, factory worker, proprietor, salesman are insufficient and will not be accepted – they must be specified.

The following are some inadequate and adequate examples of job entries.

Inadequate

Agent

Teacher

Caretaker/Custodian

Adequate

Freight agent, insurance agent, advertising agent, commission agent, real estate agent, purchasing agent.

Primary school teacher, secondary school teacher, preschool teacher, driving instructor.

Domestic Employee, janitor, gardener, grounds keeper, baby-sitter, locker attendant.

Clerk	Sales clerk, customs clerk, shipping clerk, stock clerk, lawyer's clerk, accounts clerk, market clerk, and correspondence clerk. (a person who sells goods in a store is a sales clerk and should not be reported merely as a clerk).
Engineer	Civil engineer, mechanical engineer, electrical engineer, aeronautical engineer, mining engineer, agricultural engineer, chemical engineer, and marine engineer. Question 78 – Type of Business (Industry)

Question 78 – Main Industry

78. What kind of business is carried out at your/.....'s workplace (Industry)?

The industry or type of business describes the kind of economic activity of the establishment in which the person worked. Obtain the name of the firm and full description of the activity. In the case of persons employed by the Local or Central Government, write the office or department in which they work.

For domestic servants or other personal service workers, who worked as paid employees in private homes, write in as the answer to the question: 'Private Home'.

As in Question 77, avoid vague descriptions of the type of business.

The following are some examples of inadequate and adequate entries for type of business:

Inadequate

Adequate

Agency	Collection agency, advertising agency, real estate agency, employment agency, travel agency, insurance agency.
Bakery	An establishment (makes and sells to wholesalers, retailer shops, restaurants or home delivery e.g. (Armur). <u>Wholesale bakery</u> (buys from manufacturers and sells to grocers, restaurants etc); <u>retail bakery</u> (sells only on premises to private individuals).
Box Factory	Paper box factory, wooden box factory, metal box factory, cardboard box factory.
School	Primary school, secondary school, preschool etc.
Private Club	Golf club, nightclub, fraternal club, horseracing club.

Question 79 – Hours Worked Last Week

79. How many hours did you/..... work during the past week ? (All jobs).

What is required is the total number of hours worked in both the main and any other jobs. Work done privately outside of the normal job must also be included in the total number of hours written into the boxes provided here.

Question 80 – Where is Place of Work

80. Where is your/.....'s place of work)? (Main Job)

1. **Work at home** if the person works at home. That is, the person does not leave the house to get to work, and remains in the house as he or she works, example Consultant.
2. **No fixed place of work** if the person has no fixed place of work and moves from place to place to find and do work.
3. **A fixed place of work outside the home** if the place of work is outside the home. That is, the person must commute to get to the place of work.

Question 81 – Name and Address of Work-Place

81. What is the name and address of your/.....present workplace?

Record the full address of present work place. If the respondent does has no stationary work place (e.g. movement vendors, door-to-door sales persons) write N.A. - not applicable for address. Provide as many details as possible. This will assist in coding of the type of industry.

Question 82 – What steps did you take during the past months to look for work?

82. What steps did you/..... take during the past month to look for work?

This question seeks to measure the method used to find work. X the appropriate box from 1 to 6.

1. **Did Nothing**
2. **Direct application (sent out letters, completed application form, online or by mail etc)** means the person made direct applications to possible employers. As noted, the person may have sent out letters or the person might have completed and submitting applications to employers.
3. **Checking at work sites, factory gates, etc.** means looking at job ad in newspapers, filling application forms and contacting potential employers by telephone, email etc.
4. **Seeking assistance from friends** means that the person asked friends about possible jobs.

5. **Registered at public/private employment exchange** means that the person registered at public (government) and/or private (often paid) employment exchanges.
6. **Others, specify** _____ means any other methods of looking for a job. Specify the methods.

Question 83 – Not seeking work in past month

83. Why did you/....not seek work during the past month?

This question tries to find out the reasons preventing the individual from seeking work. X the appropriate box. Note that only persons whose response is option 1 at Q.82 should answer this question.

SECTION 10 – INCOME AND LIVELIHOOD
(FOR PERSONS 15 YEARS AND OVER)

Question 84 – How often do you /does....get paid from your main job?

84. How often do you/does..... get paid from your main job?

- | | |
|----------------|-------------------|
| 1. Weekly | 5. Annually |
| 2. Fortnightly | 6. Other |
| 3. Monthly | 7. Not applicable |
| 4. Quarterly | |

Obtain from the respondent what was his **last pay period** and record the appropriate code. This question is applicable to every person in paid employment. Remember for those who do task jobs or casual work, try to obtain a definite pay period. For instance, if paid on a daily or piece rate basis, you should report ‘weekly’ and convert the payments to a weekly basis.

1. **Weekly** means that the pay is once every week. So, the person would be paid about 52 times during the year (including any vacation weeks).
2. **Fortnightly** means that the pay is every two weeks, that the person is paid for a two-week period. So, the person would be paid about 26 times in a year.
3. **Monthly** means that the pay is once a month, that the person is paid for an entire month at one time. So, the person would be paid 12 times in a year.
4. **Quarterly** means that the pay is every quarter, that is, a three-month period. So, the person could be paid 4 times a year.
5. **Annually** means that the pay is once a year. The person is paid one time for the whole year.

6. **Other** means that the person is paid with some other periodicity.
7. **Not applicable** means that this person is either not paid – that is working without pay, or the pay is not periodic, or the person is not working at all.

Question 85 – Gross Pay/Income from Current Job

85. What was your/.....'s gross pay/income during the last pay period from your current job, that is before income tax or other deductions? (PRESENT FLASH CARD)

The Census is a major source of collecting income data for all persons and their families and households in St. Lucia. This Section seeks to obtain information on the amount of and distribution of income earned by households. Income can also be related to other characteristics of persons in households for example occupation, industry and level of educational attainment.

Census income data are widely used by Government to develop support programmes, public social assistance, welfare payments and social services. Income data are also used to identify specific geographic communities in need of assistance. Business enterprises also use income data to help market their products and target consumers to sell other goods and services produced.

It is important to keep in mind that many persons are hesitant to tell others how much money they earn. You must therefore be tactful if you are to get the question answered correctly or willingly. You may need to emphasize or explain that the information is required to work out average Income per individual for the entire country. Use the Income Flash Card provided by the Census Office. People generally are more forthcoming with answers to this question when the flash card is presented. Record the code(s) that represent the income group(s) to which the individual belongs.

In some cases, the respondent may genuinely not be aware of the income of the other members. In cases like these, an effort must be made to obtain the information directly from the relevant member of the household. Perhaps an appointment can be made to meet the individual in question.

This Section is applicable to all persons 15 years and over whether working or not and is intended to reflect the situation at the time of enumeration.

What is required is the total income from work, for the last pay period, including allowances, before any deductions for income tax or for any other purpose. For self-employed persons (either employers or own account workers) the net income is total income less salaries and business operating expenses. Most times you will receive annual incomes from this group. Use the “Income Flash Card” supplied and enter the income level category in the box provided.

The Income Level Categories are as follows:

Categories	Weekly	Fortnightly	Monthly	Quarterly	Annually
	EC\$	EC\$	EC\$	EC\$	EC\$
1	<50	<100	<200	<600	<2500
2	50 – 99	100 – 199	200 – 399	600 – 1199	2500 – 4999
3	100 – 199	200 – 399	400 – 799	1200 – 2499	5000 – 9999
4	200 – 299	400 – 599	800 – 1199	2500 – 3599	10000 – 14999
5	300 – 499	600 – 999	1200 – 1999	3600 – 5999	15000 – 24999
6	500 – 999	1000 – 1999	2000 – 3999	6000 – 11999	25000 – 49999
7	1000 – 1499	2000 – 2999	4000 – 5999	12000 – 18499	50000 – 74999
8	1500+	3000+	6000+	18500+	75000+
9	Not Stated	Not Stated	Not Stated	Not Stated	Not Stated

Question 86 – Main Source of Livelihood

86. What is your/.....'s main source of livelihood?

- | | |
|--------------------------------|---|
| 1. Employment | 8. Social Security Benefits |
| 2. Pension (Local) | 9. Other Public Assistance |
| 3. Pension (Overseas) | 10. Local Contributions from friends/relatives |
| 4. Money from Abroad | 11. Overseas Contributions from friends/relatives |
| 5. Investment | 12. Other |
| 6. Savings/Interest on Savings | |
| 7. Disability Benefits | |

What is required is the source from which the greater part of the income for the person's livelihood originates.

Question 87 – Value of Remittances from Abroad in Cash or Kind

87. Approximately how much money did you/.....receive last year (2009) from family and/or friends abroad in cash or in kind e.g. barrels containing food etc.

Write in boxes provided the amount indicated by the respondent as the amount of money received from family and/or friends abroad for 2009. Note that this question requires the amount of money received for the calendar year ended December 31, 2009.

**SECTION 11 – MARITAL AND UNION STATUS
(FOR ALL PERSONS 15 YEARS AND OVER)**

The questions in this section relate to family formation and population growth. This information will allow projections of population size and structure which serves as an important input for social and economic planning.

Questions on marital status and union status apply to all persons 15 years and over, (born before May 11, 1995) while those relating to fertility are for all females 15 years and over (i.e. those born after May 10, 1995).

Question 88 - Marital Status

88. What is your/....'s marital status?
--

- | | |
|-------------------------|----------------------|
| 1. Single/Never Married | 3. Divorced |
| 2. Married | 4. Widowed |
| | 5. Legally Separated |

The classifications here are dictated by the laws of St Lucia and not by the consent of the adults in the union. The categories are described below:

1. NEVER MARRIED applies to persons who are 'SINGLE' Married usually means having participated in a formal, legal ceremony for which a marriage certificate was provided.
2. X "2" for "MARRIED" for a married person regardless of whether his or her spouse is living in the household *unless* they are separated. For example, write "2" for "Married" for persons who are temporarily living apart because the spouse is employed elsewhere or who is temporarily living apart for any other SIMILAR reason. Married means having participated in a formal, legal ceremony for which a marriage certificate was provided.
3. DIVORCED
X "3" for "Divorced" for persons who are legally divorced because they no longer want to live together AND have obtained a divorce.
4. WIDOWED
X "4" for "Widowed" for a person whose spouse has died, and the person has not remarried.
5. LEGALLY SEPARATED
X "5" for "Separated" for persons who have been deserted or who have parted because they no longer want to live together (whether or not legally separated) but have not obtained a divorce.

Question 89– Union Status

89. What is your / present union status?

1. Never had a spouse or common-law partner (**Skip to Q91**)
2. Married and living with Spouse
3. Married and not living with Spouse
4. Common Law
5. Visiting partner

6. Not in Union

1. **Never had a spouse or common-law partner (Skip to Q91)** is for people who have never been married or had a common-law partner. If the person is separated, divorced or widowed, code 6 for “not in a union” should be selected.
2. **Married and living with spouse** is for people living together as husband and wife, after a “legal” ceremony making them married.
3. **Common Law/de facto marriage** is for people living together in a common-law situation or “de facto” marriage, and **not** after a “legal” ceremony.
4. **Visiting partner** is for a situation where partner who is not usually present, visits from time to time.
5. **Not in Union** is for persons not currently married or in a common law marriage but have been married or have been in a common-law situation in the past

All persons who never had a spouse or common law partner should skip to Q91.

The focus of this question is on the union status of the person and not on the marital status. Wherever these two concepts conflict the present union status takes precedence over the marital status. For example, a lady under 50 years of age may be legally married yet is being visited by or is visiting another person. In this case you must record the person as being in a visiting relationship (option 5). What is important is the relationship from which this lady is most likely going to be exposed to becoming pregnant.

Persons who are recorded as legally married (option 2) must have obtained a legal marital certificate from a religious denomination or through another appropriate legal means; they must also be in a present union with their spouse. Two persons living together in present union but who are not legally married are to be classified as having a common law union (option 4). A person who is legally married and not in present union with any partner is to be recorded as Married but not living with spouse (option 3). A person who is not in a union (option 6) was either previously married or in a common law relationship but is not presently in a union with anyone.

Question 90 – Age of First Marriage or Union

90. How old were you/ was.... when you were/...was first married or in a union for the first time?

The age at the formation of the first union is known to be associated with the total number of children born. This question is therefore asked of all persons who have ever been married or lived in a common law union. You must write in the age at first union in the boxes provided. *Give age to nearest year in terms of age, for example, 27 years, 4 months equals 27 years of age. If the respondent does not remember the age, ask the person to estimate the age of first marriage or in a union.*

SECTION 12 - FERTILITY - ALL FEMALES 15 YEARS AND OVER

Question 91 – Question 94

These four questions will together indicate the existing and potential level of fertility of **women in the country**. Age at first live birth (Question 93) is known to be associated with the total number of children which a person will have – the earlier the first birth, the greater the total number of births likely to occur. Similarly, age at last (most recent) live birth (Question 94) gives an indirect indication of whether the person is likely to produce any more children. In each case you are required to write the answer in the boxes provided.

Question 91 – Live births Ever Had

91. How many live born children have you/has....ever had and how many are males and females? (If ZERO enter 00 & Go To Q.100)

Make an entry in each box even if the numbers are zero. Ensure that the total of the male and female count is equal to the total count. Include children born alive even if they survived for only a short period of time. Exclude still births. If Zero is recorded in the total box go to Q100.

Question 92 – Live Borns Still Alive

92. How many of your/.....'s live born children are still alive?

Make an entry in each box even if the numbers are zero.

Ensure that the total of the male and female count is equal to the total count. **NOTE: here that the female count must be inserted first as requested.**

Question 93 – Age At First Live Born

93. How old were you/was..... when you/..... had the first live born child?

Note: Record the mother's age at her last birthday when the first live child was born.

Question 94– Age When Last Born Child was Born

94. How old were you/was..... was when you/..... had the last live born child?

Record the **mother's age** at her last birthday when the last live child was born. If only one live birth, age can be taken from Question 93.

Question 95– Date of Birth of Last Live Born Child

95. What is the date of birth of the last child born alive?

Record the date of birth of the last live born child.

Since Qs 96 – 99 apply to child bearing in the last twelve months, they are only applicable to women under the age of 50 years. All others, having responded to Q.95 should go to Q.100 in Section 13.

Question 96 – Number of LiveBirths in the past 12 months

96. How many live births did you/..... have in the last 12 months?

- | | |
|------------------------|------------------|
| 1. None (Go to Q100) | 4. Twins |
| 2. One birth | 5. Three or more |
| 3. Two separate births | |

Note: Ensure that only live births are counted.

Note that this question applies only to live births in the last twelve months (i.e. between May 11, 2009 and May 10, 2010). X the appropriate box. If the answer is “NONE” questions 97 – 99 will not apply. SKIP to Q. 100.

Question 97 –Sex(es) of Children Born within the Last Twelve Months

97. What is/are the sex(es) of this child/these children? (Born within the last 12 months)

This question is to be used as a check for Question 96. Record the appropriate code.

Questions 98– Number of Children born in last 12 months who have died

98. How many of the children who were born in the last 12 months have died? If 0 Go To Q.100

If this number is 0 (Go to Q100)

Questions 99– Age and Sex of Children Born in the last 12 months

99. Of what sex and age, in months, were the children who died in the past 12 months?

These questions will provide an up-to-date measure of infant mortality. Together these four questions (Questions 96 – 99) will provide an assessment of the completeness of the Vital Registration data, which are used to estimate mid-year population and population growth during inter-censal years.

SECTION 13 – WHERE SPENT CENSUS NIGHT

Question 100– Where Spent Census Night

100. Where did you/.....spend census night?
--

Question 101– What part of the country was that

101. What part of the country was that? If known, Specify
--

Census Night refers to the period up to mid-night on May 10, 2010. This does not apply to those persons who because of their work, are away from the household on census night. Such persons include security personnel, watchmen, nurses, doctors, fishermen, taxi drivers, ward maids and other hospital personnel, etc. These persons are to be recorded as having spent Census Night in the household.

PART VIII

THE INSTITUTIONAL QUESTIONNAIRE

Non-Private Dwellings/Group Dwellings/Institutions

An institution is defined as living quarters in which the occupants live collectively for disciplinary, health, educational, religious, military, work or other reasons. These institutions have been divided into two major groups.

Group A: include institutions such as hotels and large boarding houses which cater for six (6) or more paying guests, hostels, barracks, etc., the inhabitants of which, like the general non-institutional population, may engage in normal economic activity. These persons should be enumerated using the normal questionnaire.

Group B: Includes hospitals and nursing homes, prisons, leprosaria, homes for the aged and such institutions where inmates, during the period that they are in the institution, will in general not take part in any normal economic activity. These persons should complete the institutional questionnaire.

NOTE: Non-Resident guests in Hotels (Group A) will complete the Institutional Questionnaire. The six-month criterion will Apply to Group B. Note that persons on detention for less than six months are to be included in the household where they reside.

Types of Places Which for Census Purposes Will be Treated as Institutions are Listed Below:

- (i) Public Hospitals, House of Refuge, Sanatoria, Mental Homes, Leprosaria and Nursing Homes with more than (six) 6 beds.
- (ii) Relief Houses, Poor Houses, Homes for the Aged such as the Marian Home, etc.
- (iii) Orphanages, Boarding Schools.
- (iv) Monasteries, such as the Coubaril Monasteries, Nunneries, Convents, Presbyteries.
- (v) Hostels for Nurses, Working People and Others.
- (vi) Hotels and Guest Houses accommodating more than (six) 6 Persons.
- (vi) Police Barracks and Stations, Military Barracks.
- (vii) Her Majesty's Prisons, Reformatories, Detention Camps, etc.
- (ix) Youth Camps.
- (x) Homes for the Physically Handicapped and Mentally Retarded.

NOTE: It should be noted that if within the institution there are separate quarters for members of the staff, each with its own house-keeping arrangements, such quarters form separate households and must be enumerated in the normal way (i.e. using the household questionnaire) by the enumerator for the district in which the institution is located.

Instructions for Completing of the Institutional Questionnaire

The institutional questionnaire will be used in those institutions where the inmates/residents do not take part in any type of economic activity. For institutions such as prisons, hospitals, nursing homes, etc., these persons should have been **there for six (6) months and more** as at May 10, 2010. With regards to non-resident guests in hotels, guest houses and boarding houses (catering for six (6) persons or more) they must be still there at midnight on May 10.

Parts of the Institutional Questionnaire

IDENTIFYING NUMBER-This will be the same number as given to you on your Visitation Record.

PAGE NUMBER (PN) - This is a page number and changes after every 99th person as long as you are enumerating the same **TYPE** of institution; i.e. if the accumulative total of persons in the institutional type goes over 99, a new page number is to be started. e.g. the first ninety-nine persons will be listed on PN 01, (although there will be more than one sheet, since one sheet accommodates only 10 persons); the second set of 99 persons will be listed on PN 02.

- NAME** - This is the registered name of the Institution. Each Institution must start on a new questionnaire, but Numbering starts at next available number.
- ADDRESS** - The full address must be written.
- PERSON NO.** - Each questionnaire caters for ten persons. Write in the person number for each person listed on each page e.g. 01 or 10, etc. If there are more than ninety-nine (100) persons for any one type of institution within an Enumeration District (E.D.) a new PN must be given and numbering re-started i.e. start from 01.
- NAME** - Name of Person
- SEX** - X the box.
- AGE** - Give age in completed years as at May 10, 2010.
- ETHNIC ORIGIN** - One answer is to be X.
- PLACE OF BIRTH** - X the appropriate box.

How to Enumerate Institutions

Enumeration of some institutional populations presents special difficulties and in some cases, it may prove impossible to obtain all the information required for the completion of the questionnaires. This does not mean that the standards insisted on in the completion of the individual sheets should be relaxed. Specific questionnaires have been designed for institutions. Enumeration of institutions is now discussed.

1. Hospitals, Relief Houses, etc.

An institutional questionnaire will be required for inmates of Relief Houses, Poor Houses and patients in Public and Mental Hospitals, Sanatoria, Leprosaria and Nursing Homes with six (6) or more beds. These inmates would have had to be at the institution for six (6) months or more as at May 10, 2010.

2. Hotels, Boarding Houses

Use the institutional questionnaire to enumerate guests in these institutions. However, persons who are resident in these institutions will have to complete the Household Questionnaire.

3. Prisons and Correctional Institutions

Early arrangements would have been made through the relevant Ministry for the enumeration of those persons who as at Census Day, would have been in the institution for six (6) months or more. The institution questionnaire will be used at all prisons.

4. Hostels for Nurses, Teachers and Others

Hostels for Nurses, teachers and Students, Police Barracks and Stations are in effect accommodation at place of work and all relevant information from their members should be collected. In place of address of household or building enter the name and address of the institution. The recording of information on each member of these institutions should be done on the Household Questionnaire.

Inmates will be numbered serially, 01, 02, while to each type of institution will be assigned a special code, which will take the place of Household Number. These are as follows:

The Institutional Codes

901	-	Public Hospitals, Sanatoria, Mental Homes, Leprosaria, Nursing Homes
911	-	Relief Houses, Poor Houses, Old People's Homes
921	-	Orphanages, Boarding Schools
931	-	Monasteries, Nunneries
941	-	Hotels, Guest Houses
961	-	Police Barracks, Fire Stations

PART IX: Checking Your Questionnaires for Errors

CHECKING THE QUESTIONNAIRE:

COVER PAGE

1. Ensure that the ED No, Building No, Dwelling No and Household No information completed for every questionnaire.
2. Ensure that the ED No and Household Number is transferred to the top of each person questionnaire in the main booklet and on individual person questionnaires.

PAGE 2

3. Ensure that the number of persons listed in the listing of household members is equal to the total number of persons in the box provided below the listing.

NATIONAL ARCHIVES AND INTERNATIONAL MIGRATION

4. Ensure that persons over the age of 15 respond to the question on the national archives.
5. Check to make sure the count of persons in 2b is the sum of the people listed below.
6. Check to make sure that if Question 2.(a) on International Migration is “Yes” that people appear below ... and if “No” that the section is blank.
7. Does each person listed have a complete record ... are the numbers easy to read and are the boxes filled complete?

SECTION 2 - HOUSING

8. Dwelling related questions (Q11 to Q17) should only be filled on the first household questionnaire for the specific dwelling unit and not on other household forms where there is more than one household in a dwelling unit.
9. Make sure that boxes are filled completely and that only one box per item is filled where appropriated.
10. We have removed the “Don’t know” and “Not reported” boxes, so each question should be answered. If the respondent did not know the answer, the item should have been left blank. But enumerator instructions tell the enumerator to probe the respondents when necessary.
11. In boxes for rooms and bedrooms (Q23 and Q24), the enumerator should fill the second (the one’s box) when less than 10, there is no need to put in a leading zero.

12. Households should have more than or the same number of rooms as bedrooms. They should not have more bedrooms than rooms.
13. For appliances, Question 29, each item should have a yes or no response.
14. For crimes, the enumerator should x only those crimes which happened. They should leave the others blank.
15. If there was a death in the house, then that death or deaths should be listed by age and sex. If no death, no one should be listed.

SECTION 3 – PERSONAL CHARACTERISTICS

16. Ensure that the ED No and the Household No was correctly transferred to the top of the first page of the person questionnaire.
17. For the person questionnaire – check to be sure of the correspondence between the household listing page (page 2 of the household questionnaire) and the person number is correct at Q34. The person questionnaires should be in order by person number and **always** filled, even if only one person is in the household.
18. Check for obvious problems in the Relationship codes at Q35 – like a parent 3 years old or a grandchild 70 years old – sometimes the enumerators relate the head to each person instead of the other way around, for example.
19. At Q36 and Q37. Check for obvious problems in the date of birth and year of birth. Q36 and Q37 MUST always be complete, they are LAST RESORT questions, there must AT LEAST be an estimate of the person's age.
20. Check to see that ethnic origin and religion (Q38 and Q39) are filled for each person – enumerators tend to forget these questions for the children and other relatives.

SECTION 4 – MIGRATION

21. Check usual residence for completeness.
22. For foreign born at Q43, if never moved from district after arrival in St Lucia move to Q44 and then to Q49.
23. Check the migration items for completeness and that the enumerator has properly followed the skip patterns.
24. People who are born in St. Lucia get certain questions (Q41, Q43, Q45 etc), people who were born elsewhere get other questions (see previous check at 23 above), and everyone gets some questions.

25. Make sure that responses for residence in 2005 are only for those 5 and over and residence in 2001 for those 9 years and over.
26. Check to make sure that at least one citizenship entry is filled.

SECTION 5 – DISABILITY

27. Check the disability items for the skip patterns, if all options are none at Q54 skip to Q57 ... seeing and origin of seeing .. etc. Note that more than one can apply.
28. Ensure that the boxes here are not X'ed and that if applicable a number is written into them.
29. For health aids, more than one can apply, but if none do, the enumerator should have filled "none"
- 30.

SECTION 6 – HEALTH

31. People can have more than one illness. But if they have none, then "none" should be filled.
32. People can have more than one insurance, but if they have none, then "none" should be filled.

SECTION 7 – EDUCATION AND INTERNET

33. Check the education items for the skip patterns. And for common sense. Very old people should not be in primary school. Check for consistency across the items, age at Q37 and Q60.
34. Check the internet series for the skip patterns. If they don't have internet, then place should not be filled.

SECTION 8 – TRAINING

35. Check the training section for skip patterns and completeness. Note that years of training at Q69 is recorded in months, and not in years.

SECTION 9 – ECONOMIC ACTIVITY

36. Make sure the entries for occupation and industry are legible and complete, that is, a full description is given in each case.
37. Check the economic activity section for the skip patterns, particularly the "unemployment" items – Q82 and Q83.

SECTION 10 – INCOME AND LIVIHOODS

- 38. Make sure both income questions are filled for those working for pay.
- 39. Make sure the livelihood is filled for each person 15 years and over.
- 40. Make sure the remittances amount, if present, is right justified in the boxes.

SECTION 11 – MARITAL AND UNION STATUS

- 41. Make sure the correspondence between marital status and current union status makes sense.
- 42. No one should be listed as being married at an older age than they are now.

SECTION 12 – FERTILITY

- 43. For children ever born and surviving (Q91 and Q92), the total should be the sum of the males and females. Children surviving should never be greater than the children ever born.
- 44. For first birth and last birth (Q93 and Q94), these numbers should be the same if only one child. And, they should both be less than the current age.
- 45. Date of last birth should (Q95) only occur if at least one birth (as noted in the skip patterns). If last birth present, then sex, and vital status should be filled.
- 46. Check for common sense in the deaths to last births.
- 47. Make sure the enumerator signs the form, and you sign it too.

PART X

IMPORTANT REMINDERS

BEFORE STARTING A NEW INDIVIDUAL QUESTIONNAIRE

REMEMBER the ED number and the household number must be copied from the front of the main questionnaire to the spaces provided for the ED Number and household number on the front page of EACH person questionnaire in every case whether or not the person questionnaire is contained in the main booklet. Record the individual number of the person to whom the questionnaire relates in the space provided at the beginning of Section 3 Q.34 of the questionnaire.

BEFORE LEAVING THE HOUSEHOLD

1. Count the number of individual questionnaires and compare with the number of persons listed on the household questionnaire at Page 2 to ensure that one has been completed for each member of the household.
2. Return to the front page of the main booklet and complete the record of visits, including the result code.
3. Place any additional booklets, relating to the household inside the middle of the main booklet.
4. Return to the Visitation Record and Complete column (19) if the interview has been Completed otherwise make an appointment to return to complete your work.
5. If appointments have been made for call backs remind the respondent that you will be returning by confirming the date (day) and time.
6. **Thank the respondent(s) for his/her/their co-operation.**

NOTE: BEFORE HANDING OVER QUESTIONNAIRES TO YOUR SUPERVISOR

1. Check all individual questionnaires to ensure that they are completely filled out.
2. Check that the number of individual questionnaires correspond with the number of household members listed.
3. Check that the appropriate line on your Visitation Record has been completed.
4. Cross-check all entries with those in the Visitation Record to ensure that they correspond and that there are no duplicate Building, Dwelling Unit or Household Numbers.
5. Check to see that all boxes are Xed or completed properly and that all written responses are legible and complete.

WEEKLY ENUMERATOR TRANSMITTAL FORMS

The transmittal form will help you keep track of your work on a daily basis. Every day of enumeration you must update the transmittal form with a summary of the work you completed for the day. This includes the period covered by the transmittal form (usually a week) and for each day the date of the visit you made, the total number of buildings, households visited (number of household completely or partially enumerated, number of persons for which questionnaires were completed). In addition, indicate on the form the number of refusals, call backs, closed households encountered during the course of your work. The number of vacant buildings should also be recorded on a daily basis.

The Enumerator Weekly Transmittal form will indicate the number of household questionnaires that are being handed over and when signed will serve as a record of the number of questionnaires you have handed over to your supervisor. This must be completed in duplicate. Have your supervisor sign one copy **WHICH YOU WILL KEEP**.

NOTE: DO NOT HAND OVER QUESTIONNAIRES RELATING TO A HOUSEHOLD FOR WHICH ENUMERATION IS INCOMPLETE.

RETURN YOUR VISITATION RECORD, HOUSEHOLD AND INDIVIDUAL QUESTIONNAIRES AND ALL OTHER CENSUS MATERIALS, INCLUDING YOUR I.D. CARD, TO YOUR SUPERVISOR.

THE SUCCESS OF THE CENSUS DEPENDS ON YOU