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CENSUS MAY 2001

ST. LUCIA INTERVIEWER'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 details 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 2001 Population and Housing Census questionnaire. It also states what is expected of enumerators after Census Day.

The importance of the Enumerator's Manual cannot be over emphasized. The Enumerator's Manual is to be used as a practical guide not only to enumerators but also to the 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 and definitions are understood.

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.

INTRODUCTION

1. What is a population census ?

A modern population census may be defined as the total process of collecting, compiling, and publishing demographic, economic and social data pertaining to all persons in a country at a specified time. A Census can also be described as a form of national stocktaking. The Census is a complete count of the population and provides detailed benchmark data on the size of the population, age structure, educational attainment, labour force and other socio-economic characteristics.

2. Why take a population census?

The last population census in St. Lucia was taken in May of 1991, that is, ten years ago. Since then many changes have taken place. Such as fluctuating rates of population growth, changes in unemployment, changes in the average annual number of births etc, all of which will have implications on the demand for social services e.g. health, education and infrastructure including water, electricity and roads etc.

3. How is a Population census taken?

While the term census is generally taken to mean counting of the country's population and the recording of certain of their characteristics at a particular point in time, several distinct operations have to be completed before a picture of the population can be presented.

In the first place, plans must be drawn up outlining what information is to be collected, how it is to be recorded and how the findings are to be presented. After these have been settled, the next step is to organize the collection of the data in the field under careful supervision.

The country is divided into small areas called Enumeration Districts (EDs) and an interviewer is assigned to each. The interviewer is thoroughly trained to ensure that he/she understands fully what questions are to be asked and how to record the answers quickly and correctly on the questionnaires provided. About four weeks before census day, preliminary enumeration begins.

During that period, the interviewer will visit every building in his/her Enumeration District and interview the persons living in every dwelling unit in that building and record the information on the questionnaires and in the Visitation Record. Therefore, if the quality of enumeration is good, the final tables, which will be published, will also be of good quality and useable for policy formation.

A field supervisor is placed in charge of a number of interviewers to monitor their work and to attend to any problems, which may arise while the field work is being done. He also acts as a link between interviewers and the Census Office.

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

4. 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.

5. 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 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** 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 unauthorised person accompany you on your visits.

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

6. Census Information is used only for preparing tabulations about the population as a whole

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.
- (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 whatever. No information about any individual can be made available to any agency, not even to another government department.
- (c) The information collected will be used solely in the preparation of tables showing the size and structure of the population as a whole by means of **TOTALS**.

6.1 GENERAL INTRODUCTION

The Importance of your Role in the Population and Housing Census

1. As an interviewer you play a 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 interviewers 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 interviewer.

Standards of Performance

Your assignment must be completed within the prescribed period. The preparatory work that went into planning the 2001 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 show you your ED and its boundaries as well as the direction in which you are to locate the buildings i.e. by following the direction

of the arrows on your map. You must be familiar with your ED map. Your supervisor will inform you of any variation that may have occurred in cases of new developments and or buildings that are not captured on your map. This is important. You must avoid double counting or undercounting of the population.

5. *Re-interview*

The Census Unit will interview some of the households you enumerated to ensure your performance attained the required standard.

C. Training

Prior to the commencement of fieldwork, interviewers 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 Visitation Record, Household questionnaire, Institutional questionnaire and various Manuals.
- 2 Reading, interpreting, correcting and updating ED sketch maps.
- 3 Basic guidelines concerning interviewing techniques will be discussed.

Training will take the form of a combination of practical and theoretical. Extensive use of mock interviews will be utilized, whereby you will be given the opportunity to participate as respondents and interviewers. It is imperative that you attend all training sessions, as this will equip you with the necessary tools required to become an efficient interviewer.

D. Interviewing Techniques

An interview is a means of obtaining information from an individual by asking questions. It may be structured or unstructured. In the case of the Census, a very organized structured format is provided via the 2001 Population and Housing Census questionnaire. The interview itself is conducted face to face with the person regarded as the head of the household.

A brief outline of some of the major points in conducting a successful interview include:

E. Appearance

Wear neat, conservative clothes suitable for the area you are interviewing. First impressions are important.

F. Introduction

Having made the initial contact with the household, identify yourself as a representative of the Central Statistical Office and present your Central Statistical Office identification card.

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 Interviewer engaged by the Central Statistical Office to undertake the Population and Housing Census for this area.’

G. During the interview

1. 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. 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.

H. Ending the interview

1. Before leaving an interview you should check to make sure that all questions have been completed. Making corrections may be difficult after leaving the respondent.
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 respondents for their time and co-operation.

DUTIES OF AN INTERVIEWER

7. 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. 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.

Within your enumeration district there may be hotels, boarding houses, nursing homes, 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.

8. The Visitation Record and Enumeration District Map

The visitation record 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 visitation record is a tabular list of households whereas the enumeration district map contains a spatial/positional numbering of buildings. 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. Part IV and Part V of this Manual contain detailed instructions on how this must be done.

9. Pre-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 weeks preceding Census Day.

Before you begin interviewing, your supervisor will take you to your Enumeration District and show you the boundaries. You will also be given an Enumeration District Map indicating the starting point, the route, which you must follow, and the end.

As each batch of questionnaires is completed, it must be thoroughly checked by you and handed over to your Supervisor. On or before Census Day these will be returned to you for your final check of the district on the day after Census Day.

10. The Day after census Day activity

On the day after Census Day you must revisit each building and ascertain whether you have omitted any households, or for that matter if there are any changes to existing household. Additions to a household including babies, who were not taken up during preliminary enumeration, will necessitate additional information on the questionnaire for the new member of the household. Departures from the household will necessitate an indication of the appropriate person number and a cancellation of the person questionnaire by drawing a diagonal line through each page of that questionnaire as well as a note in the Remarks Section of the questionnaire. These instructions also hold for persons who have changed their usual residence between the period of preliminary enumeration and Census Day. It must be emphasized here that no attempt is to be made to check all the information that was collected during pre-enumeration. Your duty at this stage is to ensure one hundred percent coverage.

11. You will be working under the supervision and direction of your supervisor who will:

- (a) Give you your assignment
- (b) Supply you with your enumeration materials
- (c) 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 to the respondents after you have interviewed them as a check on the accuracy of the information.
- (d) See that you understand and follow the instructions in this manual and those given at training classes.
- (e) See that you complete your assignment within the specified time.
- (f) Receive your work at the end of enumeration and recommend payment only for work of an acceptable quality.
- (g) Be the link between you and the central Census Office.
- (h) 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.

12. 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 and description of the boundaries.
- (b) Visitation Record
- (c) An adequate supply of questionnaires.
- (d) A supply of Enumerator Transmittal forms
- (e) An identification card (ID Card)
- (f) Pencils
- (g) Income Flash card
- (h) Call back Cards
- (i) A bag for holding all materials

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 Interviewer, which must be carried around with you, along with your **ID card**, at all times that you are working as an interviewer. Always show your identification to establish the legality of your position as a Census Interviewer.

13. 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 and early evenings as well as on weekends.

14. Your Enumeration District Map

Your Enumeration District Map is of extreme importance and serves several purposes:

- (a) It is the basic instrument for locating your Enumeration District.
- (b) It identifies clearly the boundaries of your workload/assignment.
- (c) It provides a specific route for you to follow to complete enumeration.
- (d) It provides a one-to-one link with your Visitation Record. Therefore each building that you visit must be serially numbered on your map with the corresponding number in your Visitation Record.
- (e) It shows at a glance the progress of your work in the field.
- (f) It permits the Census Office to check for completeness of coverage.

Every effort has been made to up-date your Enumeration District Map prior to the census. However, problems may still arise. Whenever you are in doubt, seek clarification from your supervisor.

Your supervisor will show you the boundaries of your district before enumeration begins. You may, however, need to make corrections on the map itself during enumeration, such as crossing out demolished buildings, drawing in new buildings, and correcting or adding street names as necessary. All corrections must be brought to the attention of your Supervisor immediately.

13. 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. You will cause great trouble and double counting of the population if you enumerate households belonging to another enumerator's district.

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 interviewer 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.

14. 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. In cases where a building should have been numbered and was 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, 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 111

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.

You will establish a more harmonious situation if you are polite at all times, seeking (not demanding) cooperation. 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 or more) in each building visited, SHOW YOUR ID CARD (i.e. your census Identification Card), and explain why you are calling.
- (2) Find out if the building is wholly or partly residential and privately occupied;
- (3) Find out how many households live there by an introductory question, such as: “can you tell me who lives here, please?”
- (4) Deal with each household, if more than one, in turn;
- (5) Ask for the name of the Head of Household or establishment and complete columns (1) to (16) on the Visitation record. If the dwelling unit/establishment is vacant or empty complete the relevant columns and indicate such in the remarks column.
- (6) Enter the area number, ED number, building number and household number on the front cover of the questionnaire. These numbers must agree with those on the Visitation Record. The building number placed on the enumeration district map must also agree with the building number placed on the front of the questionnaire and in the visitation record.
- (7) Complete the Visitation Record (except cols. 12 – 16) before enumerating members of the household.
- (8) Enter the date and time that enumeration began on page 3 (inside the front cover).
- (9) List the members of the household on page 3, entering the name of the Head of Household on line 1.
- (10) Remember that Section 2 – Housing is to be completed only once for each household.
- (11) Complete the appropriate number of Census person questionnaires for each member of the household.
- (12) Make sure that you have not missed any unrelated members of the household sharing accommodation with the household just enumerated.

- (13) When enumeration of the household and all its members is complete, fill in columns (7) to (9) and (16) of the Visitation Record and the time interviewing ended in the Record of Visits on page 2 of the questionnaire.
- (14) 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.
- (15) Always thank the respondents for their cooperation and inform them that you will be returning on May 23rd, the day after Census Day, to check if there were any changes in the household composition either through deletions (deaths, departures from the household) and/or additions (births, new members etc).
- (16) Be sure to check the questionnaire before leaving the household to ensure that all questions, which should have been answered, were either shaded and/or the response written clearly.
- (17) 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 IN THE MAJORITY OF QUESTIONS BY SHADING IN THE APPROPRIATE OVAL DURING THE COURSE OF THE INTERVIEW. FOR PRACTICAL PURPOSES YOU MAY MARK EACH OVAL AND SHADE THEM MORE COMPLETELY WHEN YOU GET HOME. COMPLETELY SHADING THE QUESTIONNAIRE DURING THE INTERVIEW MAY BE TOO TIME CONSUMING.

PART IV THE ENUMERATION DISTRICT MAP

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 needed to assure that enumeration districts (E.D.)'s are properly identified and features used as boundaries still exist.

Enumerators will have difficulty locating and identifying their E.D.'s if the ground features have no relationship to those shown on their maps. They should be warned, however that some of their maps will not be completely up-to-date particularly in rapidly growing areas, and that corrections may have to be made in the field and documented on their maps.

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.

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:

- Locate the enumeration district using peripheral information provided on the map
- 2. Determine precisely what area he/she is to cover following the delineated boundary lines and written description.
- Following the route of travel systematically by using the START point, the canvassing arrows and the STOP point.
- Number the buildings on the map so that it can be identified for possible return visit or quality checks done by the supervisor.
- Estimate the distance involved in travel from point to point.

Add new streets and names, cross out features that no longer exist and otherwise update the map for future use.

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.

Standardisation of information

Information will be shown in a standardised 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. Peripheral information.
8. Adjoining E.D. numbers.
9. Names of schools and public buildings, e.g., health centres, community centres and police stations, etc.

Orientation

In using an E.D. map, it is important to know how to line up the map with the ground; that is, to locate on the ground certain features found on the map. The act of lining up a map is called “orientation.” Orientation is important in census work when

- (a) combining information from several maps into one map;
- (b) verifying maps in the field; and
- (c) conducting the field enumeration.

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. A north arrow may represent true north (the direction of the geographic pole) or magnetic north (the direction of the magnetic pole). For most census purposes, the difference between true north and magnetic north is not significant.

When maps for several areas are to be combined, the maps should be placed so that the north arrow on each map points in the same direction or so that the parallels and meridians run in approximately the same respective direction on the various maps. Then symbols for any features that the areas have in common, such as roads, streams, parks, bridges and large buildings should be lined up so that their relationships are correct.

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.

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.

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.

Scales may be expressed in three ways:

1. Word statement

2. Numerical fraction or ratio
3. Graphic scale

Often only one type of scale is shown; it is usually found in a prominent place on the map. Generally, the representation of scale in graphic form is the most useful for census purposes. The graphic scale is the only satisfactory form for representing scale on maps. The scale enables 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 realise the extent of travel in an E.D.

Map symbols

The number and type of features and the kinds of symbols used will depend on the purposes for which it is to be reproduced. There is at least one symbol that appears on most census maps and that is the north arrow; which helps the enumerator locate his position and direction. Census maps have a standardised legend. Good symbols are drawn so that they are somewhat similar to the actual feature on the ground. Quick and easy recognition of symbols is an advantage; it decreases the chances of error and provides even the most inexperienced enumerator with a guide he can readily understand.

Measuring distances

Another important task in updating a map is the measurement of distance. Pacing and striding can do this.

Pacing – If distances are measured on foot, a simple but careful pacing procedure is required. Distance is calculated by counting the number of steps between two points and multiplying by the average length of the pace. For example, if a person steps off 150 paces between two points, and the average length of his pace is 0.6 metres, the distance between the points is 150×0.6 or roughly 90 metres. To determine average length of pace, proceed as follows:

1. Walk a known distance at least three times in each direction (a total of six times). Walk normally; do not take unusually long or unusually short steps. Count the number of steps taken each time.
2. Compute the average number of paces for the six trips. In computing this average, disregard any count that is unusual. For example, if the counts are 154, 157, 153, 141, 159 and 153, disregard 141. The average would be $(154 + 157 + 153 + 159 + 153) \text{ divide by } 5$ or 155.2 paces.

3. Divide the average number of paces into the distance that was laid out to get the average length of pace. In the example, 155.2 is divided into 100 metres for an average of 0.644 metres per pace.

Each person will have a different length of pace. Moreover, the length of pace varies on unusually steep land slopes, or when a person is very alert or very tired. Nevertheless, for each individual, an average pace length is satisfactory for most census purposes.

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.

DEFINITIONS AND CONCEPTS FOR CENSUS ENUMERATION

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. It is the major means of checking progress in the field and the coverage of the census.

A building is defined as a physical structure, which is separate and independent of any other structure. It must be covered by a roof and enclosed within external walls. 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.

Closed Building

A closed building is one, which, at the time of enumeration, is in use but with all the tenants temporarily absent i.e. **absent for less than six months** (neighbors can usually help with identifying a closed building). You must check on the day after Census Day to see whether it is still in use and closed.

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**. However, you still have to revisit it on the day after Census Day to determine whether it was still vacant on Census Night.

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.

Private dwelling unit

A private dwelling unit is one in which a private 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.

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 and their surnames, if possible. You must also check on the day after Census Day to see whether it is still closed.

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, you must also visit on the day after Census Day so that you can interview anyone who may have moved in since your previous visit.

Private Household

A private 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.

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 private household.
- (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 (non-private dwelling) 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) A visitor or guest intending to spend Census Night in the household must be counted as a member of the household.
- (j) 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).

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 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.

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

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 serves a specific purpose.

Col. (1) – Date of First Visit Enter here the date you first visited each building, dwelling unit or business place during 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, 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 buildings number in col. (3). 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 such household. Thus it will be possible to identify each household with the dwelling unit,

which accommodated it. The last number appearing in this column should represent the total number of dwelling units in the ED.

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.

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.

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.

Cols. (7), (8) and (9)
Number of persons –
Both Sexes, Male and
Female respectively

The total number of males in col.(8) and the total number of females col. (9). Include visitors who are expected to stay for at least one month and persons temporarily away or in institutions, but who are likely to return on or before Census Night. In short, you will wish to record all persons, visitors included, who are likely to be members of the household at midnight on Census Night. Persons who are currently inmates of institutions such as hospitals, nursing homes, prisons etc. are recorded as members of

the household if they are expected to return to the household before Census Night, or if by Census Night they would have been inmates of the institution for less than six months.

Col. (10) Business Unit No. As in Cols. (2), (3) and (4) you are required to number the business units in serial order starting from 001. 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.

Col.(11) – 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 they 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. **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. (12) 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. (13) 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. (13) & (14). 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 (5000 sq. ft.) is equivalent to _ acre. Express value in acres. If the area is less than one lot please indicate by <1 lot.

Col. (14) 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. (15) – Remarks

Use this column to record if a building or dwelling unit is closed or vacant, the reason for non-completion of enumeration, or any other matter which you may need to bring to the attention of your supervisor.

Col. (16) – Date
Enumeration Completed

This column must be filled out when enumeration of all members of the household has been completed. The lack of any entry here will indicate that you still have “call-backs” outstanding.

Col. (17) – After Census Night check

A tick must be placed in this column to indicate that your post-Census check for completion of coverage has been made.

PART VI THE CENSUS QUESTIONNAIRE

The questionnaires have been bound together into booklets. Each booklet contains a cover page (for identification), page 2 for the Record of Visits, pages 3 for Listing the names of the members of the Household and page 4 for any comments you may need to make concerning any member of the household or any part of the enumeration. INTERNATIONAL MIGRATION and HOUSING spread over pages 5 to 9.

After these sections, three individual questionnaires (9 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 booklet and, 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 back cover of the booklet **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 *each* additional person questionnaire for households with more than three members.**

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

How to make entries on the questionnaires

The data will be read on to the computer directly from the questionnaires so it is absolutely essential that the “ovals” are correctly and completely filled in. ONLY the special pencils given to you may be used on the questionnaire. [MAKE SURE YOU FILL IN ONLY THE OVALS]]When completing box entries, please write ONLY AND COMPLETELY inside the boxes provided. For example, to record a mortgage of \$523.75 per month write in the boxes as follows.

\$

0	0	5	2	4
---	---	---	---	---

NOTE: all entries are written completely and only WITHIN the boxes and the amount was rounded to the nearest dollar. NOTE ALSO: all entries are preceded by zeros where all boxes are not filled.

In a few cases, you need to write in the information given by the respondent. Make sure you write clearly. In some cases, you have to both write in a response and shade an oval.

e.g. Q41 on the individual questionnaire.

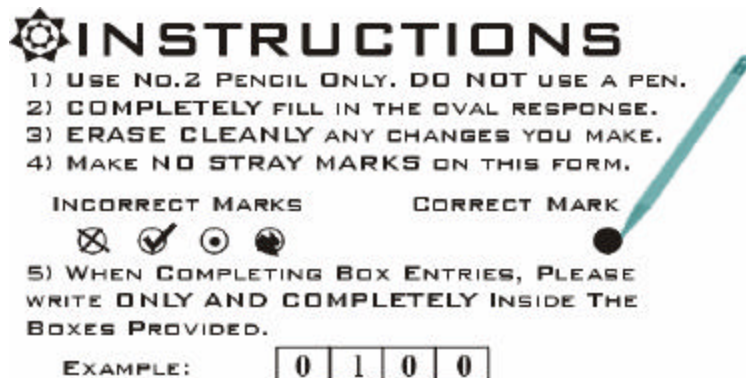
What is ? ? ? ? ? ? ? ..'s religion/denomination?

20 Other (Please specify)_____

OR Q. 66 What type of school or institution are you is he/is she attending?

12 Other (Please specify)_____

The shading must completely fill the ovals without going over the edges. Note the instructions on the front cover of the census questionnaire.



The categories Don't Know or Not Stated are to be indicated 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.

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.

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) When asking the questions, also read the categories given where appropriate. This helps the respondent to understand what type of answer is expected.
- (f) Avoid 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.

PART IV COMPLETING THE QUESTIONNAIRE

Identification (Page 1, Front Cover)

Your E.D. number will be given to you. This number and only this numbers 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 Enumeration District Map and on your 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 VISITATION RECORD. Each household must have a different household number from the next within any Enumeration District.

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.

Record of Visits (Page 2)

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 results are 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 row blank.

Note that provision is made for three call-backs. If a call back is necessary, make sure to enter this in your Visitation Record so that you will not forget. 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.

Household Listing (Page 3)

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.

The numbers on the left of the page are Individual Numbers, and they apply to the persons listed on the lines opposite these numbers. 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 end of the page and continue listing the members on Page 4 – the Comments page. Remember to number these persons from twenty one (21) onwards. 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. Husband/wife/partner of head.
3. Unmarried and adopted children of head or spouse/partner.
4. Married children of head or spouse/partner, their spouse/partner and children.
5. Other relative.
6. Other non-relative.

EXPLANATION OF QUESTIONS

SECTION 1 - MIGRATION

Question 2 External Migration

This question gives an indication of the level of external migration, which the country experienced during the last ten years preceding the 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.

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, shade in 2 – No and SKIP to Section 2. If any person has gone to live abroad, ask the Migration questions. 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. 1994.

Question 5 Shade the oval for the person’s education status at the time of moving.

Question 6 Shade the sex of the migrant in the oval provided. For example if the migrant is male, you are required to shade the oval next to 1.

Question 7 Enter the age of the migrant in the boxes provided. For example 19 if that is the age of the migrant.

Question 8 Enter the occupation of the individual at the time of moving, **provide as detailed a description of the persons 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.

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.

Qs. 10 – 20 deal with questions about the dwelling unit.

Q.10 relates to the physical structure of the dwelling; Q.13 & Q18 deal with the type of tenure of the dwelling and the land on which it is situated; Qs. 19 and 20 seek information on the materials of construction of the outer walls and roof and Q. 21 the year the house was built. Insurance of the building, rents and mortgages paid are dealt with in Qs 11 – 17. These questions taken together will provide a measure of the quantity, types, quality and value of the “housing stock” in the country.

Materials of construction and insurance coverage are particularly important in this part of the world with its constant exposure to hurricanes, and this information will provide the authorities and the emergency services with a measure of the vulnerability of the buildings in particular parts of the country.

Qs. 22 – 28 deal with water supply, toilet facilities, bathing 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.

Qs. 30 – Q.31 measure the extent of overcrowding, if any, experienced by the household and, along with Qs. 24 – Qs 29 provide an indication of the overall standard of living enjoyed by its members.

Question 10 – Type of Dwelling

The categories of dwelling are defined as follows:

1. Undivided private house - This is a single dwelling unit which takes up the complete building: it may be inhabited by one or more households. **(NOTE that even though there may be more than one household, there is absolutely no physical division or separation of the dwelling unit).**
2. Part of a private house - This occurs when a household occupies only a part of a private house and this could consist of one or more rooms.
3. Flat/apartment/condominium - These are self-contained private dwellings in a single or multi-storeyed building. Each such dwelling must have separate and direct access to the street or a communal staircase, passage, veranda or gallery, 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 which 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 a part of the building for living purposes while other parts are used as business places, lodges garages, etc.
7. Barracks - This is a room or division of a long building

8. Other - This category is to be shaded only if the dwelling does not fit into any of the categories 1 – 7.

Question 11 & 12. Insurance of Property or contents

This question seeks to determine the extent of insurance coverage on buildings and their contents. 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

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

1. Owned the category applies when the head or any other member of the household owns the dwelling.
2. Squatted applies when the household is found occupying a dwelling unit without the permission of the owner or any legal rights to the property.
3. Rented – private This applies when a member of the household rents the dwelling from an individual or a company. Rental although it could be covered by a contract conveys the idea of payments being made monthly for occupancy of the dwelling unit.
4. Rented – Government This applies when a member of the household rents the dwelling from Government or a Government Agency.
5. Leased A lease differs from a rental since it occurs by agreed contract which stipulates, in advance, the total rental sum for a fixed duration. This

total sum may be paid in advance or by installments.

6. Rent-free

Here no member of the household pays rent for the occupancy of the dwelling.

7. Other

When conditions of occupancy are different from all those specified on the questionnaire, shade oval 7.

8. Don't Know/Not Stated

It is expected that some member of the household should know the type of tenure of the dwelling. Therefore, this category is included here as a last resort. Try as much as possible not to use it.

Please take note of the SKIP instructions in this question.

Question 14 - What is the Rental Period for this dwelling?

You are to shade the relevant ovals as provided depending on what is reported by the respondent.

- ?? Weekly
- ?? Fortnightly
- ?? Monthly
- ?? Quarterly
- ?? Half-yearly
- ?? Annually
- ?? Not Stated

Question 15 - How Is the dwelling rented as fully furnished, semi-furnished or unfurnished?

This information is required in order to gauge the correctness of the information in Question 14. You are to shade the oval that corresponds to the answer given by the respondent.

- ?? Fully furnished
- ?? Semi-furnished
- ?? Unfurnished
- ?? Not Stated

Question 16 - How much rent are you now paying?

This information can be used to estimate the cost of rented housing (in St. Lucia), and the percentage of income, which is allocated to the payment of rent. This information is linked to Question 14, (i.e. if the period of rent is monthly then the answer in question 16 will be the amount in dollars per month). For example, the value in question 16 may read \$500. This response will read that the house is being rented at \$500 per month. Persons answering this question will skip to Question 18.

Question 17 - How much mortgage are you now paying

For those who own the house that they live in. What is required is the amount of the monthly mortgage payment.

Question 18 – Tenure of Land

This question is asked only for those households in which a member of the household owns the dwelling or squats as defined above. 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>Permission to Work Land</u> | In this category, the household does not own the land and pays no rent. The owner gives permission for the land to be used for a |

specific reason (usually agricultural) and receives none of the yield.

- | | |
|---------------------------------|---|
| 5. <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. |
| 6. <u>Squatted</u> | The land is used by the household without permission of the owner or any legal rights to the property. |
| 7. <u>Other</u> | Any other arrangements not included in categories 1-6 above. |
| 8. <u>Don't Know/Not Stated</u> | To be used only if the householder (squatter) genuinely does not know the answer. |

Question 19 – What is the construction material of the outer wall.

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

- | | |
|----------------------------|--|
| 6. <u>Abode</u> | 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. <u>Makeshift</u> | 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 |
| 8. <u>Other/Don't Know</u> | As noted before this category is to be used as a last resort. |

Question 20 – What is the material used for roofing

If more than one material is used for roofing, shade 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
9. Don’t know

Question 21 – Year when Dwelling Built

The age of the building is an important factor in any assessment of housing condition generally. Shade the appropriate oval. Note that the household may genuinely not know when the dwelling was built, especially if a member of the household does not own it. For those households living in uncompleted dwelling units **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.

Question 22 – What is the Main Source of Water Supply

If the household obtains water from more than one source, shade the appropriate oval relating to the **main** source, i.e. the one used most. The categories are:

1. Private, piped into dwelling refers to the water supply received by a household from a private source and piped into the dwelling. Such situations will occur, for example,

- where the household pumps water from a river or pond through pipes directly into the dwelling unit.
2. Private catchment not piped where the water supply to the household is from a private source and not piped into the dwelling.
 3. Private catchment piped where the water supply to the household is from a private source piped into the dwelling unit. This option differs from 1. since the source, in this case is owned by the household example a Water Tank owned by the household from which water is piped into it is an example of this.
 - 4.. Public, piped into dwelling This describes a situation where running water from a public source is piped directly to the dwelling unit.
 5. 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 dwelling stands.
 6. Public standpipe Where water is available to the household from a standpipe in the street or elsewhere. 4, 5 and 6 represent different ways in which WASCO delivers water to the public.
 7. Public applies when the water available to the dwelling unit is from a public well or tank.
 8. Other i.e. any source other than those listed above e.g. river/stream. This response must be written

Question 23 – What type of Toilet Facilities does this household have

Question 23 describes the type of toilet facility available to the household. Whilst Question 24 seeks to find out whether this facility is shared with one or more households. The categories identified in Question 23 are as follows:

- | | |
|----------------------------------|--|
| 1. <u>WC linked to sewer</u> | 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 Central Castries CDC buildings and in parts of Gros-Islet. |
| 2. <u>WC not linked to sewer</u> | 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. <u>Pit latrine</u> | is not water borne. |
| 4. <u>Other</u> | any type other than those listed above. This response must be written. |
| 5. <u>None</u> | if this oval is shaded, SKIP directly to Question 25. |

Question 24– Are these Toilet Facilities shared with a/other person(s) not in this household

Question 24 is a simple two-way breakdown and seeks to find out whether the toilet facilities are shared with another (other) person(s) who DOES/DO NOT belong to the household.

Question 25 & 26 -Bathing Facility

Shade the type of bathing facility available to the household. And indicate whether these facilities are being shared or not.

Question 27 – What Type of Lighting does the household use most

Shade the type of lighting used most by the household.

Question 28 – What Type of Fuel does this household use most for cooking

Shade the type of fuel used **most** by the household.

Question 29 - Kitchen

This question requires information on whether the kitchen is indoors or outdoors. Remember that for a kitchen to be shaded as “outdoors” **it must not be attached** to any part of the dwelling unit. In cases where there is both an indoor and an outdoor kitchen, the indoor kitchen takes precedence.

Question 30 – How many rooms does your household occupy

A room is defined as an area permanently separated by means of walls from other parts of the dwelling unit; but excludes galleries, toilets, pantries, corridors and kitchens. Include as rooms, living rooms, bedrooms, dining rooms, sewing rooms, libraries, servant rooms (attached or detached from the main building). If you find a room with a portion curtained off as a temporary partition, the whole area must be counted as one room. If however, there is a permanent partition dividing the floor area, you must count this as two rooms. Curtains or blinds do not separate rooms, walls and permanent partitions do.

Question 31 – How many bedrooms are there in this dwelling unit

Bedrooms are rooms used exclusively 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. A one room dwelling unit has NO bedrooms.

Question 32 – What is your main method of garbage disposal

This is a straightforward question; you should note that the question asks for the main form of garbage disposal. Compost refers to decomposed garbage suitable for use as manure. You are to tick only one of the following.

- 1 Dumping/land
- 2 Compost
- 3 Burning
- ?? Dumping river/sea/pond

- ?? Burying
- ?? Garbage truck/Skip
- ?? Other (Specify? ? ? ? ? ? ? ? .)

Question 33 – 35 Facilities Available to the household

Ownership of or access to certain facilities 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 own the following facilities Water Heater, TV, Cable TV/Satellite, VCR, radio/stereo, refrigerator/ freezer, microwave oven, stove, telephone, cellular telephone, washing machine, water pump, computer, internet connection and vehicles for private use (whether owned or rented) by all members of the household.

PART VII THE INDIVIDUAL QUESTIONNAIRE

It is important to remember that information for each person interviewed is collected on 9 pages or 5 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 3, the individual number for the person to whom the questionnaire relates at Q. 36. 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 interviewers.

SECTION 3 – 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 1991;

and

(b) to see how data from the other sections vary according to the characteristics of the population.

There are other important uses for Q. 39 – age, 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 as to 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 36 – Person's assigned number

This is the persons' individual number as assigned when listing household membership on Page 3 and should be written completely into the boxes provided.

Question 37 – Relationship to Head of the Household

While this question specifically asks for the relationship to the head of household, the categories identified are interpreted broadly to include the spouse of partner or the head. Thus Category 3 – child means child (also legally adopted) of either the head or the wife/husband or partner. Similarly, Category 5 – grandchild may be the grandchild of either the head or his/her spouse or partner; and a person classified as “other relative” – Category 7 – may be related to either the head or his/her spouse/partner.

Non-relative may include a household helper (living with the Household), a friend, or any other person not related to either the head or his/her spouse/partner.

Question 38 – Sex

It is not always possible to tell the sex of a person by the name alone. Therefore you must ask this question as long as you are not interviewing the person to whom the question relates. Whenever in doubt as to the sex of the respondent you must actually verify this.

Question 39 – 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, ? ..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 write it in. Whether the actual date of birth is known or you have had to ask the age, write in the age in the box provided. For persons ninety-eight years and over write in 98 in the boxes provided. For age not stated write in 99.

There may be instances, especially in the case of old people, where a respondent does not remember his/her 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 to see the person himself/herself. Reference to your History Page, may be helpful. In particularly difficult cases, an estimate of the age by the respondent may be accepted, but only where more precise data cannot be obtained. In such cases make a note in the Comments Section.

Question 40 – Racial, Ethnic or National Group

Since in the majority of cases you will be interviewing one member of the household, you have to shade the group to which the respondent says he/she and other members of the household belong. DO NOT GUESS. If the person belongs to a group other than those identified in Categories 1 to 8, shade oval 9 and write in the answer on the line provided. DO NOT DECIDE BY APPEARANCES AND DO NOT ARGUE. If you think you are being misled, make a note on the comments page of the questionnaire and inform your Supervisor. As usual, 10 – Don't know/Not Stated – is used as a last resort.

Question 41 – Religion/Denomination

If the individual does not belong to any of the religious groups listed on the questionnaire, shade 20 Other and write in the name of his/her religion/denomination in the space given (see below):

INSERT 20 Other (Specify)? ? ? ? ? ? ? ? ? ? ? ..

Accept the response given and do not probe as to how often church is attended, or whether baptized, etc.

SECTION 4: DISABILITY (FOR ALL PERSONS)

The purpose of this section is to measure the incidence and type of disability and handicap 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. Organizations dealing with the physically challenged have specifically requested that this section be included in the Census.

It is accepted that for complete accuracy, this section should best be asked by someone with medical training. But on the premise that some information is better than none, all you can do is ask the questions and record the answer as given.

Question 42 – Long-Standing Illness, Disability or Infirmary

An illness, disability or infirmity is long-standing, for the purposes of this question if the person has **had the condition for six months or more** and it is not of a temporary nature. It is permanent, regardless of how long ago it manifested itself. A broken leg is not a long-standing illness; diabetes is long-standing even if it was diagnosed only the day before enumeration. **If the answer to this question is 'no', SKIP immediately to Section 5 Q. 49.**

Question 43 - What was the origin of the disability

This is self-explanatory, if the person has a disability you are required to shade one of the following categories. If 'other' the response must also be written

- ?? Illness
- ?? From Birth
- ?? Accident
- ?? Other_____

Question 44 – At what age did disability begin

Write in the box provided the age at which disability began.

Question 45 – Type of Disability/Impairment (Multiple responses are acceptable)

In this question, we seek to identify the area in which the respondents have been impaired. As stated on the questionnaire, more than one oval may be shaded if appropriate. The categories are straightforward and include three senses (sight, hearing and speech), parts of the body and mental impairment (slowness or learning or understanding and mental retardation). For mental retardation you are not expected to try to distinguish between those named – just accept the responses as given. If other is circled the response must be written.

Question 46 - Was disability/major impairment ever diagnosed by a medical doctor

This question seeks to distinguish perception from reality. Diagnosis by a medical doctor proves that without any doubt the respondent is affected by a particular disability.

Question 47a - d Does the person have any difficulty in doing any of the following activities.
(Each part of this question must be answered)

It is quite possible for someone to suffer from a long-standing illness (e.g. asthma, diabetes) without experiencing any limitation in his/her activities. What this question seeks to establish is whether in spite of the disability stated in Q.45 and which may have been diagnosed in Q.46, the respondent has also lost the ability to perform basic tasks, which persons normally perform for themselves. Again, as in Q.42 the reference in this question is to a condition lasting six months or more, which is not of a temporary nature.

As in the previous question, you must accept the respondent's answer. Part (d) must be asked only of persons 15 years and over.

Question 48 – Aids required for use as a result of the disability (Multiple responses are acceptable)

This is again an indication of the extent of the disability. Please shade as many ovals as necessary from the following oval choices. A brailier is a device used by persons who are blind for writing. Orthopaedic Shoes assist persons with disorders or deformities of the spine and joints. For 'other' the response must also be written.

- | | | |
|---------------|----|---------------------------------|
| ?? Wheelchair | 6 | Cane |
| ?? Walker | 7 | Prosthesis/artificial body part |
| ?? Crutches | 8 | Orthopaedic Shoes |
| 4 Brailier | 9 | Other (specify)----- |
| 5 Adapted Car | 10 | None |

SECTION 5 - HEALTH

The main objective of this section is to obtain information on the type of chronic illnesses affecting the population, the type of medical facilities frequented and whether or not individuals are covered by some form of Health Insurance, whether wholly or partly combined with life insurance. This section will also be used as an important cross check of census results against the social security. This can be done since the extent of coverage of the National Insurance Scheme (NIS) of members of the population is known. The census result if it is the same, as the level NIS coverage will be shown to be therefore at least for a very large group of employed persons in the private sector to be correct. Data from this section will also assist in the further study of the health sector of this Country.

Question 49 Chronic Illness (Multiple responses are acceptable)

You are required to tick the appropriate box for the chronic illness or chronic illnesses affecting the respondent. A chronic illness is defined as a prolonged or long continued illness for which no readily available cure exists. However, treatment can be used to control the symptoms of the illness. Multiple responses may be ticked for a person.

The chronic illnesses identified are as follows:

- | | |
|------------------------------------|---------------------------|
| 1 Sickle Cell Anaemia | |
| 2 Arthritis | 9 Cancer |
| 3 Asthma | 10 HIV |
| 4 Diabetes | 11 AIDS |
| 5 Hypertension/High Blood Pressure | 12 Lupus |
| 6 Heart Disease | 13 Carpal Tunnel Syndrome |

- 7 Stroke
- 8 Kidney Disease

- 14 Other (Please Specify.....)
- 15 None
- 16 Not Stated

It is important to note that these broad definitions are used for the sole purpose of clarifying concepts for you. Do not attempt to diagnose. Use the responses given by respondents, which they would have obtained from a Medical Doctor. NOTE: Carpal Tunnel Syndrome is a new type of illness associated with the prolonged use of a computer or type-writer keyboard.

Question 50 Utilisation of Medical Facility - Past Month

This is a screening question for Question 51. Responses are captured in three fields:

- 1 Yes
- 2 No
- 3 Not Stated

If No or Not Stated Skip to Question 52

It is important to probe since Pharmacy, Family Planning Clinic is included as a type of medical facility utilised in Question 51. Question 51 which follows list all the various medical facilities to which this question screens for.

Question 51 Type of Medical Facility Utilised in the past month

The types of medical facility(ies) utilised in the past month is captured in the following fields (More than one answer is acceptable let the respondent indicate which medical facility(ies) which he/she has utilized):

- 1 Public Hospital
- 2 Public Health Centre
- 3 Private Doctor's Office
- 4 Pharmacy
- 5 Family Planning Clinic

- 6 Private clinic/Hospital
- 7 Other (specify).....
- 8 Not Stated

Question 52 Type of Insurance Coverage

This is a screening question for insurance coverage. Shade one of the ovals Yes, No or Don't Know. Note that this question also refers to coverage by the national insurance scheme.

Question 53 – Type of Insurance (Multiple Responses are acceptable)

This question should be asked then the responses read to the respondent. All the ovals that apply should be shaded in the process of reading through the responses.

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

A medical plan involves monthly contributions where an individual or entire family may be covered under one policy for example, a father may have taken out a family medical plan with the Police Service Credit Union for the entire family. Claims can be made in terms of doctors' bills, X-Rays , dental bills, spectacles and so on.

The fields are as follows:

1	2	3	4	5	6	7	8	9
NIS	Group	Individual	Life	Endowment	Life	School	Endowment	Other
	Health	Health	with	with health	only	Insurance	only	
			health					

More than one oval may be filled.

SECTION 6 – BIRTHPLACE AND RESIDENCE (FOR ALL PERSONS)

Question 54 – Where Born

The data in this section will provide a measure of migration – both internal migration and external migration – how recent was the migration and the place from which the person moved as well as

his/her normal place of residence (this may not be the same as the place where the person is being interviewed).

It is important to know, and to be able to predict for the future, the extent of movements within the country. This will 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.

The number of persons coming from another country to live in this country and the number leaving this country to go to other countries is also important since this will affect both projections and/or estimates of the population.

Question 55 – 57– Birthplace

These three questions pinpoint the place of birth of the respondent. It is important to remember that what is required is not the hospital or temporary residence of the mother at the time of the birth, but her place of normal residence at that time. Qs. 54 and 55 are intended to obtain the detailed address of the mother at time of birth if it was in this country. However, if the birth took place abroad shade oval 2 in Q. 54 and skip to Q. 57. Note that at no time will you ask both questions 55 and 57 (these are alternative questions) and you ask neither of them if the answer to Q. 54 was “not stated” or “don’t know”.

Remember that here, as throughout the entire questionnaire, “don’t know” and “not stated” are to be indicated/shaded only as a last resort when you have tried your best but failed to get a satisfactory answer.

NOTE: Question 57 is to be answered only by those shading oval 2 – abroad in Question 54 i.e. it applies to foreign born persons only.

Question 58 – Year Last Came to Live in this Country (FOR FOREIGN BORN AND LOCAL BORN WHO LIVED ABROAD)

Note the word “last”. It is necessary because someone not born in the country could have lived here for a while, gone to live in another country and then returned to settle here. It is the last movement, which is required.

Before going any further, it is important to draw our attention to the fact that while Question 54 is asked of every person Questions 55 and 56 are asked of St. Lucian born persons only while Questions 57 is asked of foreign born persons only, 58 is asked of both foreign born and local born who has lived overseas.

In the case of local born persons who lived abroad, this question applies for the same reasons mentioned in a previous paragraph. In the case of local born it measures the incidence of return migration, which is extremely important at this time. Many persons who emigrated years ago have returned or completed studies and are now returning.

Question 59 – Country Last Lived In

This question is to be asked of all persons, whether local – or foreign –born. 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. The country where the individual last lived is the country from which the migration took place.

Note however, where it was not possible to determine whether a local born person ever lived abroad i.e. oval 2 in Question 56, this person is not asked this question since the skip instructions take you to Q. 61.

Question 60 – Why returned

This question seeks to find out why the migrant returned home, and why he/she decided to come back to St. Lucia. You are required to fill in the appropriate square.

- | | | | |
|---|-------------------|---|----------------------|
| 1 | Regard it as home | 5 | To start a business |
| 2 | Family is here | 8 | Other (specify_____) |
| 2 | Deported | | |
| 3 | Retired | | |

Question 61 – 62 – Movements within the Country

These two questions are similar to those dealing with international migration (Qs. 57, 58) but deal exclusively with movement within this country. They apply to all persons regardless of birthplace or last residence. Q. 61 records the birth place of all local born persons, this can be related to Q.55, if Q.55 and Q.61 are the same then Never Moved must be shaded.

Question 61 Town Last Lived

If the person to whom the question relates has never moved from the district where he/she is being enumerated, shade in the appropriate oval: Never moved and go on to Section 7. If the person has lived elsewhere in this country, write the address in as much detail as possible. Remember two

or more places in the country may have the same name, hence the need for the detailed geographic location of the place in which last lived.

Question 62 – Year Came to Live in this Town, Village or District or Settlement

Enter the four digits of the year in the boxes provided, or shade the oval “don’t know” if the year is not known.

Questions 63 – Place of Usual Residence

Questions 64 – Part of country

The definition of a ‘household’ given on pages 8/9 makes it clear that the household members, for the purpose of the Census, could include lodgers in a boarding house, persons living and sleeping away from their place of usual residence because of their work; and visitors or guests who intend to spend Census night with the household. All of these categories of persons may have another usual residence different from the address of the household in which they are interviewed as members.

If the usual residence is the address of the household where enumerated, is abroad, or don’t know, no further question on this topic is necessary, skip to Q. 65. If the usual residence is at another place in this country, ask Question 64 and record the full address.

SECTION 7 – EDUCATION AND TRAINING (FOR ALL PERSONS)

Three main themes are addressed in this section as follows:

(a) the level of current attendance at school or other educational institutions, type of institution being attended and the main mode of travel. (Qs.65 – 68). This is relevant to the whole population for it refers not only to children attending nursery, primary or secondary school but also to any adults who may be furthering their education – on a full-time or part-time basis.

(b) the highest level of educational achievement of the entire population (Qs. 69 – 70);

(c) Professional, technical and vocational training attained.

Question 65 – Current School Attendance Full time or Part time (persons three (3) years and over)

This question is straightforward. Remember it relates to all persons three (3) years old and over i.e. persons born before May 22, 1998. Remember that many adults, whether they are working or not,

do enroll in technical schools and other such institutions to further their education. Teacher training colleges, nursing schools and the like are to be included as Vocational Schools. If the answer is “No” or “Don’t Know” SKIP immediately to Question 69. If yes, go on to Question 66. Persons under three (3) years would not be required to complete this section of the questionnaire and should therefore be skipped to Q 71.

Question 66 – Type of School or Institution Attending

Shade the oval that indicates the type of school/institution. If the respondent gives the name of the school and you are not sure continue the question by listing the categories given and let him/her indicate. However, in most cases the name of the school will include the type e.g. R.C Boys Primary School. Remember that only persons three (3) years old and over are to be asked this question.

Question 67 – Name and Address of School or Institution

In some cases the name of the school/institution would have been given as the answer to Q. 66. When this occurs simply ask what is the address of the school/institution). Remember that whenever address is asked for, full address is required.

Question 68 – Main Mode of Travel to School or Institution

This question will be used to measure daytime movements of the population, and may be used to indicate the need for improved transportation facilities. (Similar questions are asked in a later section about place and method of travel to work).

Note that what is required is the main method of travel (therefore only one method is to be shaded). Here the main method is the one used most often. If more than one method is used regularly, ask the respondent to indicate which one he/she would select as “main”. DO NOT include “walk” if the person merely walks to get a bus or taxi. Note that students using the bus as the main means of travel to school should only shade option 5 Government School bus.

Question 69 – Highest Formal Level of Education Attained

These questions are for Persons three years old and over. Children three years and over who attend a daycare/nursery or pre-school should respond 14 at Q.70. Persons who have primary, secondary, pre-university and university education are asked about their highest certificates/diplomas/degrees at Question 70. If “other” is shaded, remember to write the response in the space provided. Option 3: Infant means stage 1, 2 or 3 which is equivalent to Kindergarten, Grades 1 & 2. Option 4: Primary Grade/Standard (1 – 3 years) refers to standard 1, 2 or 3/Grades 3, 4, 5. Option 5: means standard 4, 5, 6 or Grade 6, 7, 8.

Question 70 – Highest Certificate earned

Note that for option 3 & 5 i.e. GCE 'O' Levels or CXC the number of subjects passes must also be shaded. For 'O' Level CXC general proficiency grade 2 or higher is regarded as subject passes, whereas for G.C.E 'O' Levels the number of subjects refers to the number of passes at grades C or higher. At 'A' Level grades E, D, C, B, A are all referred to as subject passes.

Questions 71 – Filter Question

Question 71 is a filter question to ensure that persons under fifteen (15) years i.e. those born before May 23, 1986 are not asked any further questions during the phase of interviewing.

SECTION 8 Con't – PROFESSIONAL, TECHNICAL AND VOCATIONAL TRAINING (FOR PERSONS 15 YEARS AND OVER)

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. 72 – 74). These questions relate to all persons 15 years and over.

Questions 72 to 74 Applies to all persons Fifteen (15) Years Old 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 72 - Training Attainment

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

Question 72a - Any training received

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. Note that for several occupations listed in Q.95, there must be a Yes response for Q.72a, e.g. Lawyer.

If the response is Yes at 72a, then go to Question 72b. Otherwise skip to Question 75.

Question 72 (b) Main occupation/profession for which training was received

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 2001 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, 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 72(c) - Relevance of training to present job

Answer yes or No according to response

Question 73 Year Completed/period being trained

Indicate by a tick the appropriate oval as provided by the respondent.

Question 74 - Main Educational Method/Type of Institution of Highest Level of Training

Shading in the appropriate pre-coded oval should indicate the main method or source from which the training has been completed or is being received and must relate to the field of training recorded in Question 72b. It is very important to determine the main method in order to facilitate office coding of Question 72b. For persons answering self study or self-taught "Private Study" Box 3 must be shaded, except in cases where they indicate that a correspondence course is being pursued. In such a case, shade oval 3 Correspondence course.

Method by which Training was acquired

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 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 of Schools: Samuel Jackman Polytechnique in Barbados (Fire service and Communications personnel from St. Lucia were trained at this institution), Caribbean Meteorological Institute in Barbados also provides apprenticeship training for persons in St. Lucia.

3 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. Example of some of these institutions include, International Correspondence Schools-ICS (This school is not accredited by the Ministry) ISIS, Intramax, UWIDITE.

4 Secondary Schools

This category refers to the Government and 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, etc

5 Vocational / Trade Schools

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 Sir Arthur Lewis Community College, Charter House High, CARE are examples.

6 Commercial /Secretarial

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 Secondary Post secondary Department, CARE, PASSE

7 Business /Computer Science

This refers to schools, which offer specialized courses in either the business or computer science fields, for example, business management and information technology. Examples of Schools: ISIS, CCL, INTRAMAX

8 Technical Institution

Training provided in "technical institutes", this training is usual 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.

9 Other Institutional Training

Training provided at a level above secondary education for teachers, nurses, police, etc. The level of instruction requires that students must have completed their secondary education. Examples of Schools: SALCC(Division of Nursing, Teacher Education, Agriculture), Police Training School

10 University

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

11 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

12 Virtual/Internet Learning

Refers to organized education through the internet/email. unt St.Vincent University in Canada (Used for Hotel and Tourism Industry)

13 Private Study

This refers to forms of training acquired through correspondence with an institution of learning through the traditional postal service. Example of Schools: ACCA, CGA and other accounting associations. Note there is no continuous monitoring and guidance offered by the institution, students are only required to pass exams set by the institution to obtain accreditation.

14 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.

15 Not Stated

This is self-explanatory. Please avoid using this category.

SECTION 8 – MARITAL STATUS, UNION STATUS

The questions in this section relate to family formation and population growth. This information will allow projections of population size and structure 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 23, 1986) while those relating to fertility are for all persons 15 years and over (i.e. those born after May 22, 1986).

Question 75 – Present union Status

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 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 3). 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 1) 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 2). A person who is legally married and not in present union with any partner is to be recorded as Married but not in a union (option 4). A person who is not in a union (option 8) has never been married and is not **engaged in a sexual (intimate) relationship.**

Legally separated applies to married persons are living apart and separated by a court order.

Question 76 - Have you ever been married?

For those persons who are not presently in a union (option 8 in Q.75), are in a visiting union (option 3 in Q.75), or did not state (option 9 in Q.75) this question seeks to find out whether they were ever married in the past. You are to shade the oval as appropriate. All other persons in Q.75 skip to Q.77 except persons in a common law union who must also answer Q.76 followed by Q. 78.

Question 77 - Have you ever lived together with a partner in a common law relationship?

For those persons who are not presently in a common law union this is to find out whether they were ever in such a union in the past. If the response is no you should skip to Section 9. Note that persons currently in a common law union are not asked this question since this would already have been established at Q.75, instead they are required to respond to Q.76 followed by Q.78.

Question 78 – Age at First Union

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.

SECTION 9 FERTILITY - ALL PERSONS 15 YEARS AND OVER

Question 79 – Question 81

These three questions will together indicate the existing and potential level of fertility of **both the women and the men in the country.** Age at first live birth (Question 80) 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. Similarly, age at last (most recent) live birth (Question 81) 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. Note these questions are to be asked of both the men and women. There are very different dynamics associated with the participation of men in causing births of children versus women. For example, what percentage of child births are caused by men over the age of 45 years would be an important question answered by asking these fertility questions to men.

Question 79 – Total Number of Live Births Ever Had

Straight forward.

Question 80 – Age at First Live Birth

Straight forward.

Question 81 – Age at Last (Most Recent) Live Birth

If only one live birth, age can be taken from Question 80.

Since Qs 82 – 85 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.81 should go to Q.86 in Section 10.

Question 82 – Number of Live Births in the Last Twelve Months

Note that this question applies only to live births in the last twelve months (i.e. between May 23, 2000 and May 22, 2001). Shade the appropriate oval. If the answer is “NONE” questions 83 – 85 will not apply. SKIP to Q. 86.

Question 83 – Sex of Child(ren) Born Live in the Last Twelve Months

This question is to be used as a check for Question 82. Shade the corresponding oval.

Questions 84, 85 – Deaths of Babies Born in the Last Twelve Months

These questions will provide an up-to-date measure of infant mortality. Together these four questions (Questions 82 – 85) 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 10 – ECONOMIC ACTIVITY AND INCOME (FOR PERSONS 15 YEARS AND OVER

(PERSONS BORN BEFORE MAY 23, 1986)

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.

Usually, work entails the receipt of a wage or salary or some other form of payment. 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 86 – Main Activity in the Past Year

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 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.

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| 3. | <u>Looked for Work</u> | The person must have spent most of the <u>year</u> (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. | <u>Wanted Work and Available</u> | This category includes persons who are ready and willing to work but who <u>did not actively look</u> for work during the 12 month period. |
| 5. | <u>Home Duties</u> |)These categories cover those persons who, |
| 6. | <u>Attended School</u> |)although 15 years and over, were/are not economically active |
| 7. | <u>Retired</u> |)Note: It is quite acceptable to shade |
| 8. | <u>Disabled, Unable to Work</u> |)home duties for men. |

Do not forget to specify the activity if 9 – Other is shaded. Note that if options 1 or 2 are shaded, you must skip to Q.89.

Question 87 – Any Work at All in the Past 12 Months (i.e. the Twelve (12) Months Preceding Enumeration

Persons whose main activity in Question 86 is recorded as anything but 1 – Worked or 2 – Had a job but did not work– may have done some work during the 12-month period preceding enumeration, even if this was not their main activity. This is to be recorded here. If the respondent has done some work in the 12-month period, SKIP to Q. 89.

Question 88 – Ever Worked?

Persons who did no work in the 12-months preceding the preliminary enumeration are asked if they have ever worked or had a job. Whatever the answer, SKIP the next question and go on to Q. 90. Remember our earlier definition of work it applies here as well.

Question 89 – Number of Months Worked

This question applies to all persons who worked or had a job in the 12 months preceding the Census (i.e. categories 1 and 2 in Q. 86). Please note that a part-time job for 12 months is 12 months of work – not 4 or 8 months or any equivalent fraction of the year.

Question 90 – Main Activity During the Past Week

Please note that this question must be asked of all persons fifteen years and over, regardless of their main activity in the preceding week i.e. the week prior to enumeration. The categories are the same as given in Question 86. There are different SKIP instructions for different groups of activities. Follow them carefully.

Question 91 – What steps did you take during the past two months to look for work?

This question seeks to measure the method used to find work. Shade the appropriate oval from 1 to 7.

Question 92 - Why did? not seek work during the past two months?

This question tries to find out the reasons preventing the individual from seeking work. Shade the appropriate oval. Note that only persons whose response is option 1 at Q.91 should answer this question.

Question 93 – Did you do any other type of work

Note – This question is directed at persons who did not work last week or who did not have a job from which they were absent (Options 1 and 2 at Q.90). All other persons must respond to this question after answering Q.91 or Q.92. Note that at this point all unemployed persons, that is persons responding no (option 2 at Q.93) to this question must skip to Q.105, sources of livelihood.

Question 94 – Hours Worked Last Week

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 box provided here.

Question 95 – Type of Work (Occupation)

This question asks for details of the jobs held by those persons who did any work at all during the year 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 qualified.

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

Inadequate	Adequate
Agent	Freight agent, insurance agent, advertising agent, commission agent, real estate agent, purchasing agent.
Teacher	Primary school teacher, secondary school teacher, preschool teacher, driving instructor.
Caretaker/Custodian	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, 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.

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 95, 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 97 – Name and Address of Work-Place

Record the full address of present work place. If the respondent does not have a job at present, skip to Q.105, for those with no stationary work place (e.g. movement vendors, door-to-door sales persons) write N.A. - not applicable for address.

Question 98 – Mode of Travel to Work – (To be Answered Only by Those shading 1 and 2 in Question 90 and 1 in Question 93)

What is required is the method of travel most used, meaning most often used and only one response is to be recorded. If the respondent or the person to whom the question refers uses more than one means of travel (for example, walks part of the way and then travels on a bus) enter the method, which covers the greater distance. If the respondent or the person to whom the question refers works at home then Q.99 which follows should be skipped.

Question 99 - Minutes you/he/she take to get to work?

Please record here the approximate time taken to get to work in minutes.

Question 100 – Type of Worker

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 pseudo-government institution, for example the Castries City Council, the Tourist Board, the Port Authority and receives payment in wages or salary.
4. Unpaid Worker 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.
5. Employer Or Own business with paid employee. 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 Account Worker Or Own business without paid employee. This person operates his/her own economic enterprise or engages independently in business or trade,

and hires no paid employees.

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| 7. <u>Apprentice</u> | 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. <u>Don't Know</u> | Avoid using this category. |

Question 101 – Size of business

Please indicate the number of persons employed for persons who ticked 5 under question 96.

Question 102 – Movement of Goods

This question is an indirect way of identifying informal traders. Informal traders have no fixed business address where goods may be safely left overnight and their stock is usually relatively small and portable. They include sellers of fruits, nuts, lottery/sweepstake tickets and other pavement vendors, who sell such items as clothes, jewelry, shoes, toiletries, newspapers, etc.

Question 103 – Last Pay/Income Period

Obtain from the respondent what was his last pay period and shade the appropriate oval. Remember for those who do task jobs, try to see if a definite period could be given. Answers such as job, piece, daily should be avoided.

INCOME

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.

Question 104 – Gross Pay/Income for the Last Pay Period

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 \$
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				

Question 105 – What are your/his/her sources of livelihood?

Tick the appropriate oval.

Question 106 -Income from abroad

Write in boxes provided the amount indicated by the respondent as the amount of money received from family and/or friends abroad for 2000. Note that this question requires the amount of money received for the calendar year ended December 31, 2000

Question 107 - Hours spent doing household chores

To be asked of all persons 15 years and over. Note, that this question should be asked to both men and women.

SECTION 11 CRIME

Data with respect to reported crime are accessible from the police reports made available to the Statistics Department. However, in (St. Lucia) there is some level of unreported crime.

This section will facilitate the capture of benchmark data for subsequent studies of crime related issues in households. The data will assist towards assessment of changes in the pattern and incidence of crime. For census purposes, the areas of concern are whether the household had been a victim of crime, the nature of the crime, and whether or not the crime was reported.

Question 108 – In the last twelve months have you/he/she.....been a victim of crime

This is a screening question to determine whether or not this person has been a victim of crime during the period May 2000 – May 2001. If “No or Not Stated” skip to Section 12.

Question 109 – Describe the Nature of the main Crime

The respondent is required to indicate how the act against himself or the household took place, please ensure that the information provided is clear and complete to allow the crime to be classified. Please note that crimes against the household must *only* be entered for the head of the household. Example, if a person kicks down the door of a building it may be considered a crime against the household and not a person in the household, all crimes of this nature including crimes against the head of the household directly are to be considered in deciding on the main crime attached to the head of the household.

Question 110 – Was the crime reported to the police?

If crime was reported to the police or was Not Stated, skip to Section 12. If the crime was not reported, go to question 111.

Question 111 – Why was the crime not reported to the police?

Shade the reason why the crime was not reported to the police. If the main crime was not reported, reasons must be given here for not reporting of the crime, for example “No confidence in the administration of justice”, “Afraid of perpetrators” etc., one response has to be ticked.

SECTION 12 – WHERE SPENT CENSUS NIGHT

Question 112, 113 – Where Spent Census Night – (For All Persons)

Census Night refers to the period up to mid-night on May 22, 2001. All members of the household enumerated during the preliminary enumeration and found absent on census night either because of death, no longer a member of the household, permanent migration, etc., must be deleted from the household and an entry made in the comments section at the front of the questionnaire. 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 shaded as having spent Census Night in the household.

It must be noted however, that members of the household who were temporarily away on Census Night should be left as members of the household and oval 2 shaded. Babies born prior to midnight of May 22, 2001, are to be included in the household and Sections 3, 4, 5, 6, 7, 11 and 12 completed, as well as appropriate amendments made to Section 9 where the person bearing the child is a member of the household. Temporary visitors, as well as persons who joined the household subsequent to preliminary enumeration and who spent Census Night in the household are to be enumerated in the normal manner, i.e. as new members of the household. Such situations may arise through marriage or returning residents from abroad, etc. Note however, that if someone was enumerated elsewhere in the country but just happens to have spent the night at another household, this person is not to be enumerated again. In those instances, oval 2 must be shaded in Q. 112 and the full address written in Q. 113. Appropriate remarks should be made where necessary (i.e. in such cases where the individual spent it at an institution).

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 22, 2001. With regards to non-resident guests in hotels, guest houses and boarding houses (catering for more than five (5) persons) they must be still there at midnight on May 22.

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 5 persons); the second set of 99 persons will be listed on PN 02. However, person numbers printed on each sheet will have to be crossed out as necessary.

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 five persons. When it is necessary to use more than one questionnaire for an institution the person's number must be changed. e.g. 01 to 06 or 11, etc. If there are more than ninety-nine (99) 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.
SEX	- Shade the appropriate oval.
DATE OF BIRTH	- Day, month and year. In cases where date of birth Cannot be had, give age in completed years as at May 22, 2001.
ETHNIC ORIGIN	- One answer is to be shaded.
PLACE OF BIRTH	- Shade the appropriate oval.

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 more than six (6) beds. These inmates would have had to be at the institution for six (6) months or more as at May 22, 2001.

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

PART IX

IMPORTANT REMINDERS

BEFORE STARTING A NEW INDIVIDUAL QUESTIONNAIRE

Record the individual number of the person to whom the questionnaire relates in the space provided at the beginning of Section 3 Q.36 of the questionnaire. When using the additional person questionnaire also write the person's number next to the words 'Person no' In the top right of the 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 the Person Number on the front page of EACH additional person 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 3 to ensure that one has been completed for each member of the household.
2. Return to page 2 of the booklet and complete the record of visits, Including the result code.
3. Place any additional booklets, relating to the household inside the back cover of the first booklet and use treasury tags to tie them together using the hole in the top left corner of the questionnaire.
4. Return to the Visitation Record and Complete column (16).
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 and let them know that you will be returning on May 23 rd , for the census day check. A short explanation here of what you'll be checking for on the day after census day will help considerably to shorten the time spent at every household on that day.**

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 ovals are shaded properly and that all written responses are legible and complete.
6. Complete an Enumerator/Supervisor Transmittal form indicating the number of household questionnaires that are being handed over. 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.

THINGS YOU MUST DO ON THE DAY AFTER CENSUS DAY MAY 22 ND 2001

1. Check all buildings to see whether any which were not occupied at the preliminary enumeration are occupied on Census Day.
2. Check all dwelling units which were empty or vacant at the preliminary enumeration to see if they are occupied on Census Day.
3. Check each household for additions to or subtractions from the number of persons comprising the household at preliminary enumeration.

Additions to a household may arise as a result of births; arrivals of members who were temporarily away and all other persons who have joined the household since preliminary enumeration. The names of such persons should be written after the last recorded entry on the Household Questionnaire and a note made in the comment section of the questionnaire to the effect that these additions have been made after Census Day.

Subtractions from a household may be necessary because of a death or permanent departure of any member of the household since preliminary enumeration. A bold line should be drawn through the household questionnaire referring to such persons and a note made in the comments section of the questionnaire. A bold line should also be drawn across the front cover of the individual questionnaire. Do not separate the questionnaire from the others relating to the household – this will be done in the Census Office.

In cases of additions and/or subtractions, the appropriate line on your Visitation Record should be corrected and a note stating the reason for the change made in the Remarks column.

4. Tick the appropriate line on the Visitation Record (Column 17) to indicate that the post-Census Day check has been made.
7. Check the front page of your Visitation record to ensure that changes required because of additions and/or subtractions have been made.

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

THE SUCCESS OF THE CENSUS DEPENDS ON YOU