



THE UNITED REPUBLIC OF TANZANIA

POST ENUMERATION SURVEY FOR THE 2002 POPULATION AND HOUSING CENSUS

TRAINING MANUAL

Central Census Office
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**POST ENUMERATION SURVEY
FOR THE 2002 POPULATION AND HOUSING CENSUS**

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1. INTRODUCTION

It is a well-known fact that in any context, efficiency and proper training are the basis for development and progress. This is also true for the Post Enumeration Survey (PES). which is an important component of the 2002 Population and Housing Census Evaluation.

The PES training will involve about 1,200 people. These are expected to carry out the enumeration in a standardised way, which calls for a properly planned and implemented training programme.

The purpose of the PES training is to train all the PES personnel to carry out the fieldwork by following the laid out instructions accordingly. This manual has been prepared so as to standardize the training and reduce the risk of every trainer having his/her own interpretation. It instructs every trainer on how to train, interpret and use instructions, various materials, etc.

2. TRAINING

2.1 Training Organization

There will be 2 different levels of training as indicated below:

Level	Place/Venue	Trainers	Trainees	Dates
I	1 Class in Tanga	PES Team	26 Officers from CCO, NBS, PO-PP, & other Govt. institutions.	07-11/10/2002
II	1 class in every zone	Trainees at level I	RCCs, RSOs, DCEOs, Supervisors and Enumerators	23-28/10/2002

2.2 Training Level I

Date: 07- 11/10/02
Time: 8.30 -12.30 and 14.00 - 17.00
Place: Tanga
Venue: To be determined
Trainers: PES Team
Trainees 26 identified
Timetable Tentative timetable is given in the Training Manual.

2.3 Training Level II

Dates: 23 –28/10/2002
Time: 8:30 – 12:30 and 14.00 – 17.00
Place: Selected Regional Headquarters for each Zone
Venue To be determined
Trainers Trainees from Level I
Trainees 23 RCCs, 27 RSOs, 129 DCEOs, 915 Enumerators and 200 Supervisors
Timetable Training Level II will use the same format as that of the tentative timetable of Level I.

3. BACKGROUND AND OBJECTIVES OF PES

3.1 Background

Detailed information for the first part of this chapter is found in the introductory part of the booklet titled "Instructions to Enumerators" manual, Sections 1.1 to 1.4 that include the Objectives and Importance of the Population and Housing Census, PES Objectives and overall PES organization.

3.2 Objectives of PES

What is Post Enumeration Survey?

The Post enumeration Survey (PES) is a scientific tool used to measure the quality and coverage of the census.

Why PES?

In undertaking a large scale exercise like the population and housing census will inevitably produce errors, in terms of coverage and content.

The purpose of PES therefore, is to make possible the identification of error sources as well as measurement of magnitude and direction of the errors.

Objectives of the PES

The main objectives of PES are:

- Quantitatively evaluate accuracy of the census in terms of coverage and content errors.
- Provide, if necessary, concrete statistical basis for the adjustment of census data
- Evaluate quality of enumeration areas as sampling units for intercensal and household-based surveys.
- Identify procedural and conceptual improvements needed for future censuses
- Furnish information on sources and courses of errors
- Enhance credibility of census office, and
- Provide stakeholders with quantitative information that they require for determining success of census programmes.

3.3. Sampling

Unlike the Census, which is a 100% enumeration, the PES is conducted on a sample basis, with only a small percentage of the census-enumerated households, in a sample of EAs being revisited.

The sampling frame constitutes cartographic EA maps and household listings information. Urban and rural areas will be the domains of study. Administrative regions will form the primary strata while the EAs will be the primary sampling units (PSUs). All households in the sampled EAs for the PES will be enumerated.

The sample size will comprise 915 EAs (with about 137,250 households), representing 1.5 percent of all the EAs in the 2002 Population and Housing Census.

3.4 Information, Education and Communication (IEC)

The importance of PES publicity cannot be under-rated in enlightening the public and raising their consciousness and awareness.

In order to secure effective cooperation of all the people in the sampled areas, it is important that there is a deliberate attempt to step up a publicity drive, intended to educate the masses on the importance of the exercise.

In this regard, the Commissioner of Population Census for Tanzania and Census Commissar for Zanzibar will spearhead the mobilization of the public on the PES.

Given the importance of PES publicity, the Regional Authorities through the Regional / District Census Committees have the responsibility to work out publicity strategies within their areas, using whatever means and resources available. The Central Census Office has developed the guidelines on publicity strategies

4. PES PROCEDURES

4.1 Activities Before Enumeration

Detailed information for this section is found in the booklet "Instructions to Enumerators" under the following sections:

- 1.6 Documents and materials.
- 2.1 Training of enumerators.
- 2.2 Oath of secrecy.
- 2.3 Contacting local officials and identification of EA boundaries.
- 2.4 Time table.

The trainer should systematically go through the above-mentioned sections and at each stage, the trainees should be given time to ask questions. The trainer should also ask the trainees questions to make sure that they have understood the details of each section.

4.2 Activities During Enumeration

Detailed information is found in the introductory part of the booklet "Instructions to Enumerators", Part 3, Sections 3.1 to 3.10. Duties during enumeration consist of two parts; first the enumeration coverage and second the enumeration procedures. When dealing with the enumeration coverage (Part 3, Sections 3.1 to 3.5), the approach should be similar to the one explained in 4.1 above. Sections 3.6 to 3.10 should be presented in the form of a discussion. The trainer should lead the discussions.

5. CARTOGRAPHIC MATERIAL

5.1 Background

In preparation for the census, the whole country has been demarcated into small areas called Enumeration Areas (EAs). This work has been done to ensure that the whole country is covered during the enumeration and that, no part of the country is left out. Each enumeration area will be assigned to one enumerator. Furthermore, demarcation of EAs and preparation of maps for the areas were made for the purpose of assisting enumerators in clearly defining their EA boundaries during enumeration. The PES field exercise is expected to start on November 10th, 2002.

Apart from the foresaid reasons, demarcation of EAs for the whole country serves to present the geographical distribution of population as well as provision of frames for use in other survey.

5.2 Use of Cartographic Materials

In connection with the demarcation of EAs, location and description of EA boundaries have been prepared. They are also supported with the lists of heads of households and names of village / ward leaders. Thus, for identification purposes, every enumerator is issued with:

- An Enumeration Area (EA) map that contains the description of the location and boundaries of the respective EA.
- Lists of vitongoji/street chairmen, sheha and heads of household (where available)

These two documents should be combined and used by the enumerator to clearly define his/her EA, and avoid overlaps with enumerators in adjoining EAs. In addition to the EA maps, Supervisory Area (SA) maps showing EA boundaries have been issued to supervisors. An SA covers a maximum of 5 EAs. They will also have lists of village chairmen or sheha in their supervisory areas, as well as a complete set of EA maps for the same area. Furthermore, field copies of 1:50,000 scale maps showing all EAs and ward boundaries will be available for cross checking at the District Census Office.

The supervisor has been availed a position to sort out possible boundary disputes between EAs and if this fails, the District Census Executive Officer (DCEO) should be consulted and he/she must take the ultimate decision of the exact location of the EA boundaries (see "Instructions to Enumerators" manual, Part 2.3).

Enumerators cannot always get in touch with the supervisors to solve boundary problems. Therefore, it is imperative that each enumerator is able to effectively utilize the issued materials to properly locate his/her EA.

Lessons

For the enumerators to acquire enough skills, theoretical part must be supplemented with practical exercises to enable the trainees to fully understand the use of the cartographic material. The first few lessons, however, have to be given in the classroom, and should be used to familiarize the enumerators with the materials and the symbols used on the maps.

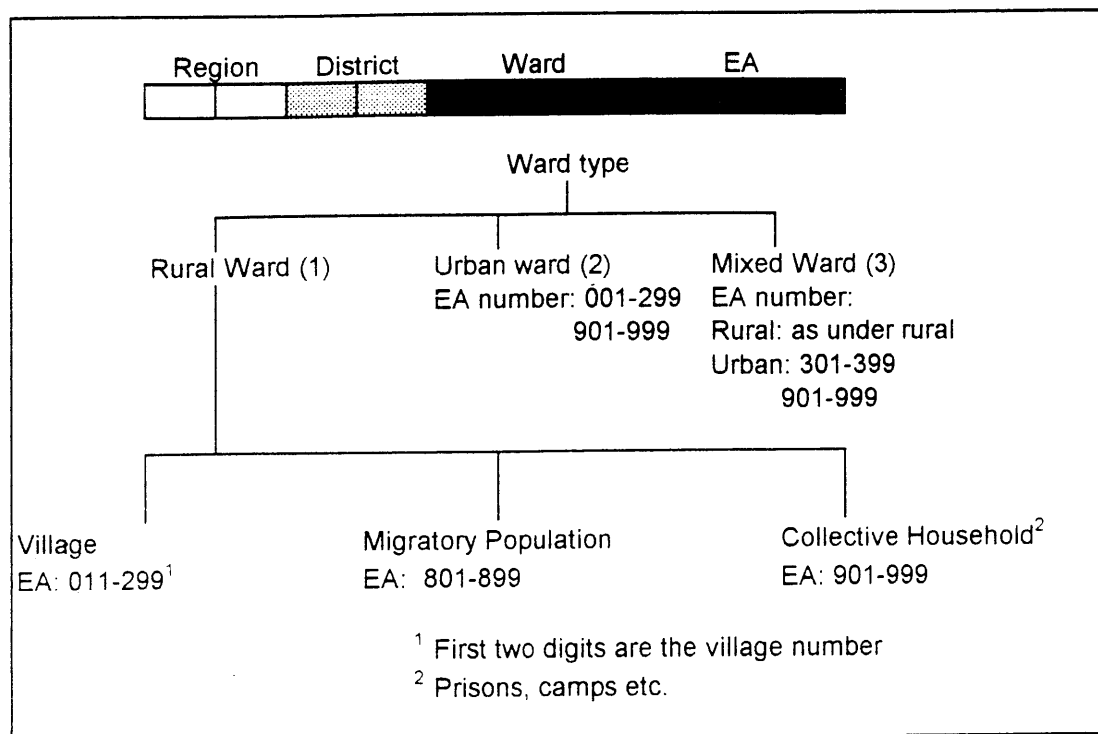
Classroom lessons (Theory)

- **Material required for every class to be prepared by DCEO**
- **Example of EA maps and SA maps for both rural and urban areas. The DCEO should produce spare copies, and should not use those maps which are to be used in the actual enumeration**
- **Lists of vitongoji / street chairmen, sheha and heads of household, again he/she should use spare copies**
- **Administrative map of Tanzania showing regions and districts**
- **Regional map showing districts**
- **Field copy of 1:50,000 map showing ward and EA-boundaries**

These first lessons should be used to give an orientation of the preparatory cartographic work and show the enumerators examples of material they are going to work with, EA and SA maps for both urban and rural areas, location and boundary descriptions of EAs and lists of village leaders and heads of households.

In introducing these materials, a brief review of the location of the EAs within a larger setting of wards and districts should be made, to make the enumerators understand where they fit in, within the larger framework of the PES. For this purpose, the enumerators should be shown district maps with the ward boundaries, and perhaps, examples of field copies.

In explaining how the EA fits in within the larger framework and showing examples of maps, the code system should be introduced and explained to the trainees. The coding system can best be explained by using the chart below: For the purpose of PES, however, only the village, urban non - collective and rural - mixed EAs will be used (I.e. EAs 011 – 299, EAs 001 – 299 and EAs 301 - 399).



It is very important that, everybody involved in the PES work, fully understands the coding system from region down to the EA. Errors in coding, do seriously affect the PES results, and cause delays in publishing the results.

After the introduction, the training should concentrate on the enumerator's use of the EA maps. First, they should be taught how to orientate a map, and the use of the North Arrow. Some practical exercises should be included in the lessons, where the enumerators should try to locate EA's on field copies of the 1:50,000 maps and / or town maps. In connection with the exercises, they should be instructed on how to define different directions e.g. NE, SW, SE, etc. and to know where these directions are, relative to the North Arrow. Knowledge of how to use these directions are important, as it enables the enumerators to use the descriptions of the EAs which frequently contain references to different directions.

The enumerators should also be instructed on how different symbols are used on the maps, e.g. district, ward and EA boundaries, rivers, roads, footpaths, settlement clusters, etc. It is very important that, the enumerators understand these symbols in a real EA and thus, be given skills of transferring map symbols to what they represent on the ground.

The meaning and use of map-scales should be discussed in the classroom lessons. Knowledge of map-scales is also very important in helping the enumerators fully utilize the cartographic material. The scale of the EA maps gives the enumerators the distance between different places within the EA, and also gives guidance as to the length of the boundaries when there are no very obvious physical features to follow.

In this lesson, they should also be instructed on the relationship of scales, e.g. the actual distance can be calculated from any given map scale in the following way:

Examples:

1. If you want to know the real distance represented by one centimeter on the map: blank out the last two digits of the map-scale. The remaining figures are equal to the real distance in meters.
1:50,000 ==> 1 cm = 500 m
2. Two (2) cm on a 1:50,000 map represents 1 kilometer in reality.
1:50,000 ==> (1 cm = 500 m). 2 cm = 1 km
3. 4 cm on a 1:20,000 map represents 800 meter in reality.
1:20,000 ==> (1 cm = 200 m). 4 cm = 800 m

The use of the scale line, which has been drawn on every EA map should also be discussed.

Practical lessons

Material required should be prepared by the DCEO:

- Copies of EA maps (Form EA1), one rural and one urban in sufficient quantities, for every trainee to have his / her own copy. Each EA maps has a location and boundary description.

Note: At least four different EA maps for each class will be needed

The classroom lessons should be followed by practical exercises. For this purpose, at least one urban and one rural EA should be chosen and EA maps and EA boundary descriptions should be produced in sufficient quantities for every enumerator as indicated above.

The practical field exercise should contain all the elements of the classroom lessons.

The elements to be included in the exercises are:

- Locating the boundaries of a given EA (both urban and rural) using the EA map and the EA boundary description
- In the course of identifying the boundaries of the EA, participants should note the different symbols present on the maps and what these symbols represent in reality (on the ground).
- While locating the boundary, a section of ½ km (500 m) should be marked at the boundary, and enumerators should take note of this stretch, particularly in order to know how far is 500 meters, so as to understand the relationship between map-scale and the distance on the ground (reality).
- Within the EA, they should also locate the "settlement cluster(s)" and also, locate the village / kitongoji chairman or sheha by using the information contained in the EA map
- Locate possible scattered homesteads in the chosen EA

After having carried out the practical lessons, the participants should have a concluding session in the classroom.

During this session, the practical exercises should be reviewed and evaluated. Problems encountered during training should be discussed and realistic solutions for a corresponding situation during the actual enumeration should be sought. Instruction to enumerators concerning what they should do with the issued material before, during and after the enumeration should also be included in this session.

Before the enumeration starts, the enumerators should identify the boundaries of their EAs, in the same way as they have done during the practical exercise. They should identify population clusters, and look for possible scattered homesteads. It is possible that, some population clusters and / or scattered homesteads have not been marked on the maps. The enumerator should then update his / her map, and put in the proper symbols in the correct locations within the EA.

The occurrence of scattered populations, vagrants, beggars, etc., introduces special problems in the enumeration. Possible difficulties in locating these should be emphasized in the classroom lessons as well as in the practical exercises.

The enumerators should be made to understand that, they should always enquire from the village / ward leader if their EA contains "scattered homesteads" besides the ordinary population clusters. They should also be made to understand that they have to traverse the whole area of their EA, so as to locate possible scattered homesteads (even if no such homesteads are marked on their EA-maps) and include them in the enumeration. Prior to the enumeration, they should also introduce themselves to the village ward leaders with whom they are going to work.

In doing so, they should also update their lists of heads of households (where available), as some families may have moved out while others may have moved into the area, considering that, the original lists were compiled a long time ago.

During enumeration, the updated material should help the enumerator in finding or locating the people he / she is going to enumerate. In doing so, he/she should check in his / her updated lists, to make sure that all households have been covered. The enumerator should also use the EA-map and traverse the whole area of the EA (not only the EA boundary), to make sure that, all the people in the EA have been enumerated and that, not a single household has been left out.

Caution: The lists of heads of households are not exhaustive

After the enumeration, all cartographic material should be returned to supervisors together with both used and unused questionnaires. The enumerator should also inform the supervisor of the amendments made on his / her EA map and on the heads of household list. This information could be transferred to the copies retained in the District Census Office and copies should be sent to CCO.

Note: The training in the use of the cartographic material includes many practical exercises, which could be difficult to handle with large groups. Wherever possible therefore, the trainees should be split up into smaller groups, and work independently

The instructor should then move from one group to the other; make sure that instructions are understood and that trainees really perform the exercise. In the practical exercises, it is perhaps even more important than in the classroom lessons to split up the group of trainees into smaller groups.

During the practical exercise, the larger group should be divided into at least two groups, probably more, and be sent out to locate EA boundaries, etc., either in separate directions, i.e. one group follows the boundary clockwise and the other anticlockwise, or the groups should be sent out at sufficient intervals to keep them separated during the exercise.

6. PES QUESTIONNAIRE

6.1 About the PES Questionnaire

The PES Questionnaire has 10 questions which are described in detail in the “Instructions to Enumerators” manual. Go through sections 4.1, 4.2 and 4.3 very carefully during the training. The fact that the PES Questionnaire has fewer questions should not be a cause of it being taken lightly. The information it collects is the most vital in the PES and the questionnaire covers the entire population. The initial PES results as on the 24/25 August 2002, with regard to the total population and composition by sex will be obtained from the PES Questionnaire. To get the best results, it is therefore imperative that, all enumerators understand the questionnaire thoroughly and its importance in the PES and that all information should be properly recorded.

The PES Questionnaire consists of 4 main sections:

- i) Identification
- ii) Household Enumeration/Matching Status
- iii) Questions for all Persons
- iv) Questions for Out-mover/Dead Persons

6.2 Introducing PES Questionnaire

In introducing the PES questionnaire, make sure that each trainee has a copy of the PES Questionnaire. Give a PES description on the four main sections listed above and explain the following to the trainees:

- i) Why the coding in the identification block should be identical with the coding on the EA map.
- ii) The effects of using wrong codes. After this has been understood, then, move to the section of “All Persons”
- iii) The importance of the information to be collected in this section (**All Persons**) and its use, and make sure they understand that, “Age” is recorded in complete years such as 01, 02, etc. *For example, an infant who has not attained his/her first birthday will be given code “00”.*
- iv) Whenever they get into a household, they should always record particulars of everybody who spent the Night prior to PES in that household. They should start with the head of

household, then other members who spent the night prior to PES in that household. They should then read out the names of those who have been listed to check if every person, who is supposed to be enumerated, is listed. As they list the names of persons in the household, they should ensure that they write the codes for serial number, relationship and sex in columns 1, 3 and 4 respectively.

Stress that, the head of household must be any person who is considered as head by the other members of the household and he/she must have spent the night prior to PES in the respective household. If the head of household spent the night prior to PES in the household but, left early in the morning, the "Acting head" will respond to the PES questions on behalf of the "head", but will not alter the position of the head of household. **In this regard, the respondent will list all members starting with the name of head of household and the relationship will be recorded in reference to the head and not the acting head.**

On the other hand, if the head of household is away during the Night prior to PES the "Acting head" of household must be the first person to be listed on the Questionnaire.

- vi). Once the listing is completed, you should begin by asking the head of household the remaining four questions of age, marital status, enumeration status during the census and place of enumeration, you should continue with the next person on the list.

Arrange practical exercises among the trainees. The trainees forming groups of hypothetical households and asking one to be an enumerator can do this. After this exercise, you can then bring the trainees together, and correct any errors that might have occurred.

A practical field exercise to identify a chosen EA (This is the responsibility of the RCC and DCEO) not far from the training center, should be conducted. The trainees should locate the boundaries of the chosen EA, and then, do the enumeration of about four households each. During the practical exercise, you must perform on-the-spot assessment

6.3 Filling-in PES Questionnaire

Remind trainees all shaded boxes in the questionnaire are for official use only.

6.3.1 Section A: Identification Block

Explain the contents of this section and give examples.

Consider a household in Pambamoto village, Enumeration Area (EA) number 014, Ward/Shehia Mlali, number 081 in Mwapwa district number 01, Dodoma Region number 01 in the house of Mpembuzi Yakinifu, being your first household and the first form to use.

Demonstrate to them, how to write the codes in the identification block. Start with the Region (01), which is entered in boxes 1 and 2, district (01) in boxes 3 and 4, Ward/Shehia (081) in boxes 5 to 7 and EA (014) in boxes 8 to 10.

After the Identification Block, the household and Form number are recorded accordingly as you move from one household to the other. Prior arrangements should be made as regards the EAs to be visited.

In this particular case, the household number (001) is filled in boxes 11 to 13 while the form number is filled in boxes 14 to 16

Note: Give as many examples as possible to illustrate your point, especially on writing different combinations of codes. Repeat it as many times as possible until the trainees understand.

6.3.2 Section B: Household Enumeration /Matching Status

This section consists of two parts. The first part is the Enumeration Status and the second part is the Matching Status. Remind the trainees to fill the first part, i.e. Enumeration Status and leave the second part for office use. The trainee should understand that it is the enumeration status of the household, which is being asked.

6.3.3. Section C: II Persons

This section consists of ten questions. When you begin to train, you are advised to divide this section into three parts, questions 01-04; questions 05-08 and questions 09-10.

Questions 01 - 04: Serial Number, Name, Relationship and Sex

Start this section by tackling each question separately. Remind the trainees to list all persons who spent the night prior to the PES in that household. Remind them that they should also write the serial numbers for the respective members of households. Adhere strictly to the details in the **"Instructions to Enumerators" manual for the PES Questionnaire** (Section C) regarding the procedure to follow when an enumerator is listing the members of the household.

Since these four questions are closely related, remind the trainees that, the four questions must be filled simultaneously. Give several examples.

Let us now introduce the household of Mr. Mpembuzi Yakinifu, which will be exposed to the first four questions of the PES Questionnaire.

Mr. Mpembuzi Yakinifu is the head of this household and lives with his wife Maua Msifika, their two sons Furaha and Mawazo and their daughter Kidawa. All these people were in the household on that particular night. Other people who were present at the household on that night were Hawa Wazuri (the mother of Mr. Mpembuzi Yakinifu), Kadogo Maendeleo (Hawa Wazuri's daughter by another husband) and Zawadi Mashaka, the daughter of Kadogo Maendeleo.

When the list of all persons who spent the night prior to PES in the household is read to him and asked if there is any person who has been missed or erroneously included, Mr. Mpembuzi says that, his uncle who was also in the household on that night left in morning, and he is not sure if his uncle should also be included; the answer is that, according to the PES procedures, his uncle Mr. Upoloto Wazuri must be included in this household.

Let us go through the listed household members who were present on the night prior to PES.

Remember: To remind the trainees that, the four questions must be filled in simultaneously since they relate to each other.

- i. Question 1: Serial Number "1"
Question 2: MPEMBUZI YAKINIFU
Question 3: code 1 (Head)
Question 4: code 1 (Male)
- ii. Question 1: Serial Number "2"
Question 2: MAUA MSIFIKA
Question 3: code 2 (Wife)
Question 4: code 2 (Female)
- iii. Question 1: Serial Number "3"
Question 2: FURAHU MPEMBUZI
Question 3: code 3 (Son)
Question 4: code 1 (Male)
- iv. Question 1: Serial Number "4"
Question 2: MAWAZO MPEMBUZI
Question 3: code 3 (Son)
Question 4: code 1 (Male)
- v. Question 1: Serial Number "5"
Question 2: KIDAWA MPEMBUZI
Question 3: code 3 (Daughter)
Question 4: code 2 (Female)
- vi. Question 1: Serial Number "6"
Question 2: HAWA WAZURI
Question 3: code 4 (Mother)
Question 4: code 2 (Female)
- vii. Question 1: Serial Number "7"
Question 2: KADOGO MAENDELEO
Question 3: code 6 (Other relative)
Question 4: code 2 (Female)
- viii. Question 1: Serial Number "8"
Question 2: ZAWADI MASHAKA
Question 3: code 7 (Non-relative)
Question 4: code 1 (Female)
- ix. Question 1: Serial Number "8"
Question 2: UPOLOTO WAZURI
Question 3: code 6 (Other relative)
Question 4: code 1 (Male)

Give more examples until you are sure that the trainees understand this part well.

Questions 05, 06, 07 and 08: Age, Marital Status, Enumeration Status During Census, and Place of Enumeration

Question 05 deals with one of the important variables in a PES, that is age (refer to "Instructions to Enumerators Manual", Section C). Remind the trainees that, the answers given by respondents must be entered on the questionnaire using two digits accordingly. In cases where the enumerator fails to get the age of a respondent, a calendar of national or local events should be used as the last resort in determining the age of the respective respondent.

Let us now go back to the household headed by Mr. Mpembuzi Yakinifu. Mr. Mpembuzi Yakinifu is 41, Maua Msifika, 34, Furaha Mpembuzi 13, Mawazo Mpembuzi, 10 and Kidawa Mpembuzi is 7 years old respectively. When his mother, Hawa Wazuri was asked about her age, she simply said that she did not know, but she only remembers that, she was born at the beginning of the First World War. Using the calendar of local events, it is found out that she is about 87 years old; Kadogo Maendeleo, the sister of Mpembuzi is 38 years old and her daughter Zawadi Mashaka is 2 months old. Mr. Upoloto Wazuri is 54 years old.

Let us now introduce the household of Mr. Mpembuzi Yakinifu, which will be exposed to the first four questions of the PES Questionnaire. Show the enumerators how to record the correct codes for the respondents' answers.

For Question 5: HOW OLD IS (Name)?

	Record	Write
for Mpembuzi Yakinifu:	code "41"	"4" and "1"
for Maua Msifika:	code "34"	"3" and "4"
for Furaha Mpembuzi:	code "13"	"1" and "3"
for Mawazo Mpembuzi:	code "10"	"1" and "0"
for Kidawa Mpembuzi:	code "07"	"0" and "7"
for Hawa Wazuri:	code "87"	"8" and "7"
for Kadogo Maendeleo:	code "38"	"3" and "8"
for Zawadi Mashaka:	code "00"	"0" and "0"
for Upoloto Wazuri:	code "54"	"5" and "4"

Question 06 deals with marital status. Remind the trainees that, the answers given by respondents must be entered on the questionnaire using two digits accordingly.

For Question 6: IS (Name) NEVER MARRIED, MARRIED, LIVING TOGETHER, DIVORCED, SEPARATED OR WIDOWED?

	Write:
for Mpembuzi Yakinifu:	code "2"
for Maua Msifika:	code "2"
for Furaha Mpembuzi:	code "1"
for Mawazo Mpembuzi:	code "1"
for Kidawa Mpembuzi:	code "1"
for Hawa Wazuri:	code "6"
for Kadogo Maendeleo:	code "4"
for Zawadi Mashaka:	code "1"
for Upoloto Wazuri:	code "2"

Question 7: deals with the enumeration status of individuals in the household during the 2002 Census and appropriate codes be filled in as shown below:-

For Question 7: WAS (Name) ENUMERATED DURING THE CENSUS?

for Mpembuzi Yakinifu:	code "1"
for Maua Msifika:	code "1"
for Furaha Mpembuzi:	code "1"
for Mawazo Mpembuzi:	code "1"
for Kidawa Mpembuzi:	code "1"
for Hawa Wazuri:	code "1"
for Kadogo Maendeleo:	code "1"
for Zawadi Mashaka	code "3"
for Upoloto Wazuri:	code "1"

Question 8: deals with the place of enumeration during the 2002 Census and appropriate codes are filled in as shown below: Emphasis is to see whether members of the households were enumerated in their own households or elsewhere during the census.

For Question 8: WHERE (Name) ENUMERATED IN THIS HOUSEHOLD OR ANOTHER HOUSEHOLD DURING THE CENSUS?

	Write
for Mpembuzi Yakinifu:	code "1"
for Maua Msifika:	code "1"
for Furaha Mpembuzi:	code "1"
for Mawazo Mpembuzi:	code "1"
for Kidawa Mpembuzi:	code "1"
for Hawa Wazuri:	code "1"
for Kadogo Maendeleo:	code "1"
for Zawadi Mashaka	code "4"
for Upoloto Wazuri:	code "1"

Questions 09 and 10: Moving and Matching Status

Remind the trainees these two questions are strictly for office use only.

6.3.4 Section D: All Out -Movers/ Dead Persons

This section deals with out-movers and dead persons after the Census. Remind trainee to have a complete list of out-movers and dead persons who were enumerated during the census in that given household. Then (s) he should fill in the questionnaire as stipulated in Section C above, namely questions 01-04; questions 05-08 and leave blank for questions 09-10. If additional questionnaire have been used, remind the trainee to fill in appropriate codes for the additional questionnaire and form number.

Let us now go back to the household headed by Mr. Mpembuzi Yakinifu. Mr. Sichoki Kuzurura, a male friend of Ms. Kadogo Maendeleo who was enumerated in the household on the census night but has moved out of the household.

- i. Question 1: Serial Number "01"
- Question 2: SICHOKI KUZURURA
- Question 3: code code "7" (Non-relative)
- Question 4: code "1" (Male)
- Question 5: code "42" "4" and "2"
- Question 6: code "4"
- Question 7: code "1"
- Question 8: code "1"

6.4 Filling-in Date of Enumeration

The date the enumerator completes enumerating a particular household must be recorded at the space provided using 2 digits for date such as "10", "12", "30" etc. and 2 digits for the month of November as "11". Remind the trainees to write down the day and month and the respective codes accordingly. In our case, the household of Mpembuzi Yakinifu was enumerated on the 12th of November 2002.

In the boxes for the date of enumeration

Day	12	Record "1" and "2"
Month	11	"1" and "1"

6.5 Returning Questionnaires / Materials to Supervisors

Remind the enumerator to review the filled in questionnaires. Make the uncompleted call - backs and complete the necessary rectifications. The questionnaires (both filled and blank) and a list of materials (as explained in Para 4.3.2) should be returned to the Supervisor after completion of the work.

Quality of PES work is highly emphasized. To assure the high quality work part of your remuneration will be held until satisfactory and completed work is submitted to your Supervisor. Remind trainees that poor quality work will be returned to the enumerator

All informations collected on individuals are confidential. Legal penalties will be taken against those who fail to observe this rule.

IT CAN BE DONE PLAY YOUR PART

7.1 Annex 1: Tentative Timetable for Training Level I

Day	Time	Subject	Material	Responsible Person(s)
Monday 07/10	2.00-5.00	▪ Arrival of Participants		ALL
Tuesday 08/10	8.30 –9.00 a.m.	▪ Registration	Instruction Manual Section 1.1-1.4	PES Team
	9.00 - 9.15 a.m.	▪ Welcoming Remarks		CPC
	9.15 – 9.35 a.m.	▪ Opening Speech		RC/RAS- Tanga
	9.35 – 10.00 a.m.	▪ Objective of the training		DG/GS
	10.00 – 10.30 a.m.	▪ Tea Break		ALL
	10.30-11.00 a.m.	▪ Background on EQC		W.Mwingira
	11.00-11.30 a.m.	▪ Introduction to PES		W.Mwingira
	11.30-12.00	▪ IEC Message on PES		R.Maro
	12.00- 12.30	▪ PES procedure	Instruction manual Sections 1.5 –3.9	M. Masuka
	12.30-2.00	▪ LUNCH		ALL
	2.00 – 2.30	General Discussion on PES		ALL
	2.30 – 3.00	PES Experiences from other countries		N.Musyani
	3.00 – 4.00	Selection procedures for PES EAs		Dr. G. Naimani
	4.00 – 4.30	Tea Break		ALL
	4.30 – 5.00	Discussions		ALL
Wednesday 09/07	8.30 – 10.00	▪ PES procedure - Duties during enumeration. - Enumeration coverage & approach. ▪ Use of cartographic maps	Instruction Manual Section 4.1- 4.2	M.Mbwana/R.Maro/ W.Mwingira
	10.00 – 10.30	▪ Tea Break	Instruction manual Section 4.3.	M.Masuka/N. Musyani
	10.30 – 12.30	▪ PES Questionnaire		ALL
	12.30 – 2.00	LUNCH		W.Mwingira/R.Maro
	2.00 – 3.00	▪ PES Questionnaire		ALL
	3.00-4.00	▪ Questionnaire Exercises		M.Masuka/M.Mbwana
	4.00-4.15	▪ Tea Break		N.Musyani
	4.15-5.30	▪ Field Practical		ALL

Thursday 10/10	8.30 –10.00 a.m.	▪ Field Practical Discussions		ALL
	10.00 – 10.30 a.m.	▪ Tea Break		ALL
	10.30-11.30 a.m.	▪ Mock Exercises		M.Mbwana/N.Musyani
	11.30-12.30	▪ Roles of Supervisors		W.Mwingira/R.Maro
	12.30-2.00	▪ LUNCH		ALL
	2.00 – 3.00	▪ Control Forms		M.Masuka
	3.00 – 4.00	▪ Exercises in Filling Control Forms		M.Masuka
	4.00 – 4.30	▪ Tea Break		ALL
	4.30 – 5.00	▪ Administrative Issues		MaroMbwana/Masuka/ Mwingira/Musyani
Friday 11/10		▪ Departure		ALL

7.2 Annex 2: Control Forms

PESF 1

Control form
2002 POST ENUMERATION SURVEY

Despatch of PES Materials from CCO to RCC

Code

Region

Name and Signature (CCO)

/...../2002
 Date

Code

District

Name and Signature of RCC

/...../2002
 Date

Item	Unit	Quantity
Note Books - (RCC and RSO)	Number	
Boxes of Note books	Number	
Boxes of Questionnaires	Number	
Boxes of Instruction Mannual to Enumerators	Number	
Boxes of Writing Boards	Number	
Boxes of Ordinary Bags	Number	
Boxes of Calender of National Events	Number	
Boxes of Call-back Cards	Number	
Enumeration Area (EA1 Forms)	Number	
List of Heads of Households (EA2 Forms)	Number	
Box of Unused List of Heads of Households (EA2 Forms)	Number	
Boxes of Stationaries:-		
- Erasers	Number	
- 2HB Pencils	Number	
- Sharpeners	Number	
- Blue biros	Number	
- Red biros	Number	
- Coloured Chalks	Number	
Boxes of Empty Boxes	Number	
Control Forms:-		
- PESF 2	Number	
- PESF 3	Number	
- PESF 4	Number	
- PESF 5	Number	
- PESF 6	Number	
- PESF 7	Number	
- PESF 8	Number	
- PESF 9	Number	
- PESF 10	Number	
- PESF 11	Number	

Prepare three copies. A copy each of CCO, RSO and DCEO

NB: The CCO copy is to be submitted as soon as possible so as to monitor the movement of materials

Control form
2002 POST ENUMERATION SURVEY
Despatch of PES Materials from RCC to DCEO

--	--

Code

Region

...../...../2002
 Name and Signature of RCC Date

--	--

Code

District

...../...../2002
 Name and Signature of DCEO Date

Item	Unit	Quantity
Boxes of Note books	Number	
Boxes of Questionnaires	Number	
Boxes of Instruction Mannual to Enumerators	Number	
Boxes of Writing Boards	Number	
Boxes of Ordinary Bags	Number	
Boxes of Calender of National Events	Number	
Boxes of Call-back Cards	Number	
Enumeration Area (EA1 Forms)	Number	
List of Heads of Households (EA2 Forms)	Number	
Ream of Unused List of Heads of Households (EA2 Forms)	Number	
Boxes of Stationaries:-		
- Erasers	Number	
- 2HB Pencils	Number	
- Sharpeners	Number	
- Blue biros	Number	
- Red biros	Number	
- Coloured Chalks	Number	
Boxes of Empty Boxes	Number	
Control Forms:-		
- PESF 3	Number	
- PESF 4	Number	
- PESF 5	Number	
- PESF 6	Number	
- PESF 7	Number	
- PESF 8	Number	
- PESF 9	Number	
- PESF 10	Number	
- PESF 11	Number	

Prepare three copies. A copy each of CCO, RCC and RSO

NB: The CCO copy is to be submitted as soon as possible so as to monitor the movement of materials

Control form
2002 POST ENUMERATION SURVEY
Confirmation of DCEO Receipt of PES Materials from CCO

<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Code Region/...../2002 Name and Signature (CCO)/...../2002 Date
<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> Code District/...../2002 Name and Signature of DCEO/...../2002 Date

Item	Unit	Quantity
Note books	Number	
Questionnaires	Number	
Instruction Manual to Enumerators	Number	
Writing Boards	Number	
Ordinary Bags	Number	
Calender of National Events	Number	
Call-back Cards	Number	
Enumeration Area (EA1 Forms)	Number	
List of Heads of Households (EA2 Forms)	Number	
Ream of Unused List of Heads of Households (EA2 Forms)	Number	
Stationaries:-		
- Erasers	Number	
- 2HB Pencils	Number	
- Sharpeners	Number	
- Blue biros	Number	
- Red biros	Number	
- Coloured Chalks	Number	
Empty Boxes	Number	
Control Forms:-		
- PESF 4	Number	
- PESF 5	Number	
- PESF 6	Number	
- PESF 7	Number	
- PESF 8	Number	
- PESF 9	Number	
- PESF 10	Number	
- PESF 11	Number	

Prepare two copies. A copy each for CCO and RCC/RSO

NB: The CCO copy is to be submitted as soon as possible so as to monitor movement of materials

Control Form
2002 POST ENUMERATION SURVEY
Despatch of PES Materials from RCC to CCO

--	--

Code

Region

Name and Signature of RCC

Date

...../...../2002

--	--

Code

District

Name and Signature (CCO)

Date

...../...../2002

Item	Unit	Quantity
Note Books - (RCC and RSO)	Number	
Boxes of Questionnaires	Number	
Box of Unused Questionnaires	Number	
Box of Note Books	Number	
Enumeration Area (EA1 Forms)	Number	
List of Heads of Households (EA2 Forms)	Number	
Unused List of Heads of Households (EA2 Forms)	Number	
Box of Ordinary Bag	Number	
Box of Writing Boards	Number	
Control Forms:-		
- PESF 5	Number	
- PESF 6	Number	
- PESF 7	Number	
- PESF 8	Number	
- PESF 9	Number	
- PESF 10	Number	
- PESF 11	Number	

Control Form
2002 POST ENUMERATION SURVEY
Despatch of PES Materials from DCEO to RCC

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Code

Region

...../...../2002
 Name and Signature of RCC Date

--	--

Code

District

...../...../2002
 Name and Signature of DCEO Date

Item	Unit	Quantity
Box of Note Books	Number	
Boxes of Questionnaires	Number	
Box of Unused Questionnaires	Number	
Enumeration Area (EA1 Forms)	Number	
List of Heads of Households (EA2 Forms)	Number	
Unused List of Heads of Households (EA2 Forms)	Number	
Box of Ordinary Bag	Number	
Box of Writing Boards	Number	
Control Forms:-		
- PESF 6	Number	
- PESF 7	Number	
- PESF 8	Number	
- PESF 9	Number	
- PESF 10	Number	
- PESF 11	Number	

Control Form
2002 POST ENUMERATION SURVEY
Confirmation of CCO Receipt of PES Materials from DCEO

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Code

Region

Name and Signature (CCO)

--	--

Code

District

Name and Signature of DCEO

Item	Unit	Quantity
Note Books (Including DCEOs' Note Book)	Number	
Questionnaires	Number	
Unused Questionnaires	Number	
Enumeration Area (EA1 Forms)	Number	
List of Heads of Households (EA2 Forms)	Number	
Unused List of Heads of Households (EA2 Forms)	Number	
Ordinary Bag	Number	
Writing Boards	Number	
Control Forms:-		
- PESF 7	Number	
- PESF 8	Number	
- PESF 9	Number	
- PESF 10	Number	
- PESF 11	Number	

Code

Region

Name and Signature of RCC

.../...../2002
Date

Code

District

Name and Signature of DCEO

.....
Training Venue

...../...../2002
Date

[illegible]

Prepare three copies. A copy each for CCC, RCC/RSO and to the trainer of the respective venue

[illegible]

Code	Region	Name and Signature of Supervisor
Code	District	

...../...../2002
Date

[illegible]

Code

District

Date _____

NB: The remaining PES materials of Supervisor should be included in this form.

Remember to record extra questionnaires distributed to enumerators during enumeration.

Remember to record extra questionnaires distributed to enumerators during enumeration.
Hand over the checklist form to DCEO with all indicated above materials whether used, unused or destroyed during enumeration.

Code

Region

Code

District

Date/...../2002

Name and Signature of Supervisor

[illegible]

[illegible]

