

**REPUBLIC OF LIBERIA**

**NATIONAL POPULATION AND HOUSING CENSUS (NPHC),  
2008**

**INTERVIEWER'S INSTRUCTIONS  
MANUAL**

**APRIL 2007**

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## **PART I: INTRODUCTION**

### **What is a Population Census?**

1. A population census is a complete enumeration of all persons in a country at a specified time. It is the primary source of benchmark statistics on the size, distribution, composition and other social and economic characteristics of the population. The census provides information up to the lowest administrative unit. Liberia has conducted three censuses in 1962, 1974 and 1984. The first two censuses were adequately analyzed while the 1984 census was not published. Besides, during the 1990 and 2000 world round of population and housing censuses, Liberia did not undertake the census due to civil wars. The country, therefore, require accurate, relevant and up-to-date information at all administrative levels necessary for evidenced based decision making. It is against this background that the Government of Liberia through LISGIS with support of development partners plans to undertake its fourth census in March 2008.

### **Objectives of the National Population and Housing Census, 2008**

2. The 2008 National Population and Housing Census, hereafter referred to as NPHC, is being held in order to provide benchmark information which is essential for sound development planning, making administrative and policy decisions, and research. It is, therefore, extremely important that the data collected in the census is complete and accurate.
3. The specific objectives are to ascertain the following:
  - ii Size, composition and spatial distribution of the population;
  - iii Levels of education attained by the population;
  - iiii Size and deployment of the labour force;
  - iv Prevalence of disability and its spread;
  - iv Levels of fertility, mortality and migration;
  - ivi Rate and pattern of urbanization;
  - ivii Housing conditions and availability of social amenities;
  - iviii Access to basic social services; and
  - ix Participation in agricultural production.
4. The information collected from the census will be utilized in various ways, including;
  - i. Ministry of Education can better decide where new schools are most needed.
  - ii. The Ministry of Public Works can foretell where and how many roads are needed based on population residing in an area.
  - iii. The Ministry of Health can construct health facilities (clinics, dispensaries, hospitals) and provide health services where the need is greatest.
  - iv. The working skills of the population can be measured against the needs of our growing nation.
  - v. Specialized programmes can be designed to enable the persons with disabilities (PWD) be provided with relevant services (training, financial, assistive devices, etc.) and be integrated into society.

## **The Census Organization**

5. The census is being conducted and directed by the LISGIS in the most expeditious manner. To mobilize resources and administrative machinery necessary for implementation and execution of the census, A Census Commission has been established and is chaired by the **Hon. Minister of Planning and Economic Affairs**, and co-chaired by the **Director General of (LISGIS)** who is also the **Census Commissioner**. There are two main committees, namely the **Census Technical Committee** responsible for all technical, logistical and administrative aspects of the census; and the **Census Commission**, which deals with all policy issues and advises the Technical committee. There are regional census officers at every administrative level. In each County and District there is a **County Census Officer (CCO)** and a **District Census Officer (DCO)** who are in charge of census activities in the Counties/Districts. The DCO is assisted by a number of senior field supervisors who are in turn assisted by **Supervisors**. Each **enumerator** is answerable to a supervisor.

## **Legal Authority to undertake the Census**

6. The LISGIS Act Section 50A. 7 of the Laws of the Republic of Liberia empower the LISGIS to collect information from persons and establishments, including the census, that LISGIS may deem necessary to achieve its goals and objectives. The 2008 census, therefore, will be carried out under the provision of the Act. In addition to the above, Senate has passed a Census Law (to be done soon). Therefore, the NPHC is being undertaken within the confines of these two important Laws.
7. As a census officer, the Law accords you access to any premises, compound or house for the purpose of enumerating persons. However, the Law requires you to conduct yourself properly. In particular, it provides that you may only ask such questions as are necessary to complete the questionnaire or check entries already made.
8. Penalties are provided for if members of the public fail to furnish you with the required information or you fail in your duties. The Law particularly stresses on confidentiality of the information collected from individuals.

## **Confidentiality of the Information**

9. The information you obtain is confidential and will be used only to compile statistics. You are not permitted to discuss it, gossip about it or show your records to anyone who is not an authorized officer within the Census Organization. Make all entries on the questionnaire yourself. On no account should you allow any unauthorized persons to fill in any part of the questionnaire. Do not leave your questionnaire lying around anyhow where unauthorized persons may have access to them.
10. To enforce this confidentiality, you will take an **Oath of Secrecy**. This will be organized by one of the census officers within your region of work. The oath is prescribed by the Law and is normally administered to all persons engaged in the census under the **LISGIS Act**.

## **Role of the Enumerator/Interviewer**

11. The enumerator's role is central to the very success of the census. It is important that all enumerators carefully follow the laid down procedures. Your job is to visit every household in the assigned area and record all particulars required of persons who are usual residents in the household. You will ask all the questions and record the answers that are provided to you. You should make every effort to obtain complete and accurate answers; and record them correctly. Since the success of the census also depends upon public co-operation, it is your duty to achieve this by being polite, patient, presentable and tactful at all times.

## **Neutrality**

12. Please note that most people are usually polite especially to strangers/visitors. They tend to give answers that they think will please the interviewer. It is, therefore, extremely important that you remain absolutely neutral towards the subject matter of the interview. Do not show any surprise, approval or disapproval of the respondent's answer by your tone of voice or facial expression.

## **How to approach the Respondents**

13. Act as though you expect friendly co-operation and behave so as to deserve it.
14. Start interviewing only when you have observed the following: exchanged proper greetings; identified yourself, explained the purpose of your visit, and have answered any questions and/or clarified issue about the census that the people may ask. However, do not spend too much time asking and/or answering unnecessary questions. You may cleverly avoid such questions by suggesting that you have limited time.
15. During the interview let people take their time to answer. Do not ask leading questions. Work steadily and make sure that the answers are clear to you before you write them down. Do not accept at once any statement you believe to be mistaken. Tactfully ask further questions to obtain the correct answers, this technique is referred to as probing.
16. It may happen that someone refuses to answer your questions. Almost always this is because of misunderstanding. Remain courteous. Stress the importance of the census and that it has nothing to do with taxation or similar Government activities; that the information is confidential, that no one outside the census organization will be allowed access to the records; that details of individual people are never released for any purpose whatsoever and; that census results are published only as numerical tables. You should be able to clear up any misunderstanding, that he/she may be liable to prosecution. Report any such incident to your supervisor or any other responsible census officer at the first opportunity.
17. When leaving a household, always remember to thank the people for their co-operation.

## Enumeration Supplies and Documents

18. Upon successful completion of your training, you will be issued with:-
- An identification card,
  - Enumeration Area (EA) Map of your assigned area,
  - Enumeration Workbook/Census questionnaires,
  - Enumerator's Handbook/Instructions manual (copy used during training),
  - A field note book,
  - Two ball point pens,
  - Call-back cards,
  - Crayons/Chalks/Marker,
  - Enumerator's bag.
  - Any other item that may facilitate the work assigned to you.

You will be required to return all census questionnaires to your supervisor (both completed and unused) at the end of the enumeration in order to be paid.

## PART II: GENERAL INSTRUCTIONS

### The Enumeration Area (EA)

#### The Importance of Maps in Census Operation

19. Maps are very important in any census operation since they provide a realistic picture of the areas to be enumerated and therefore help to eliminate errors such as duplication or omission of areas. Moreover, the objectives of a census include providing data that are accurate, timely and also useful. Maps are one of the basic tools which make this objective attainable.

#### What is an Enumeration Area?

20. Ideally, an EA should constitute about 100 households, comprising part of a locality, a whole locality or a group of localities. However, owing to other factors, mainly population density and geographic terrain, EAs have been conveniently demarcated to facilitate effective canvassing by an enumerator. Consequently, the EA you have been assigned may consist of more or less households.
21. Each clan is covered by a map or maps showing all the EAs in the clan. However, there are other areas which have been mapped without reference to any clan e.g. national parks, forest areas.
22. You will be assigned an EA. You will be responsible for visiting every household in it and recording the particulars of all persons in that enumeration area during the Census. **Do not miss out any household in your EA nor count any twice.**

23. The boundaries of your EA will be explained and shown to you by your supervisor. Make sure you acquaint yourself with your EA before you start work.
24. Spend a day before the **CENSUS REFERENCE DAY** going round your EA. Find out where the houses are and introduce yourself to the people so that when you begin the enumeration, they already know and are expecting you. Identify all the households in the EA.
  - (a) Make sure that you read the EA map carefully so that the boundaries are clear to you both on the ground and on the map. In most cases, the boundaries of your EA follow easily identifiable features such as rivers, streams, roads, tracks and footpaths. In the densely populated areas and where the EA boundary is imaginary, the households/structures on each side of the EA boundary have been plotted.
  - (b) On each map, there is a legend showing what each symbol represents. The legend should be consulted as much as possible.
25. Use the EA map to plan your work so that you can visit each inhabited place and each household in turn. Work in an orderly way. You will save yourself much walking time and a great deal of trouble if you do this. Tell your supervisor where you will start and which paths you will follow so that he/she can easily find you.
26. Each EA map representing a clan or forest or National Park has been given a unique code number composed of nine digits. Each EA on the map has been given a unique code number composed of three digits. In the first case:
  - 1st and 2<sup>nd</sup> digits represent the County;
  - 3rd and 4<sup>th</sup> digits represent the District;
  - 5th and 6<sup>th</sup> digits represent the Township/Clan or Forest or National Park;
  - 7th, 8<sup>th</sup> and 9 digits represent the EA number including the type; and
  - 10th and 11th digits represent the Locality;
27. There are 2 categories of EAs, i.e. EAs in rural areas and those in urban.
  - (a) EAs in the settled agricultural areas are based on localities e.g. an EA is formed by part of a locality, a whole locality or by combining two or more localities. In case of difficulty or doubt about the EA boundary, it will be helpful to contact your supervisor, or local personnel on the ground.
  - (b) In the urban areas, the EAs are based on the roads or blocks. All the structures have been numbered and are clearly shown on the maps. For example, the 9th structure in an EA is numbered **LISGIS/NPHC/2008/009** on the ground and 009 on the map.

28. (a) The EA maps have been prepared using various scales for different areas. The following are examples of such scales:

**Scale Category**

|                             |   |
|-----------------------------|---|
| 1:2,500 Urban:              | 1cm on the map represents 25m on the ground   |
| 1:5,000 Urban - Rural:      | 1cm on the map represents 50m on the ground   |
| 1:10,000 Urban - Rural:     | 1cm on the map represents 100m on the ground  |
| 1:12,500 Rural:             | 1cm on the map represents 125m on the ground  |
| 1:20,000 Rural:             | 1cm on the map represents 200m on the ground  |
| 1:25,000 Rural:             | 1cm on the map represents 250m on the ground  |
| 1:50,000 Rural:             | 1cm on the map represents 500m on the ground  |
| 1:250,000 Arid & Semi-arid: | 1cm on the map represents 2500m on the ground |

- (b) In order to determine distances on the ground using the map, you must use your paces. For example, take your pace to be approximately 1m. Measure the distance you want on your map in cms and using the map scale find the distance in metres on the ground. If you are using a map of 1:10,000 and you measure 2cm on the map, this is equivalent to 200 metres on the ground. You are therefore supposed to walk approximately 200 paces to cover the distance measured on the map.
- (c) Before you can start using your map in the field, it is important that you align the map correctly with the features on the ground. For example there may be a road on the ground where you are already standing. The map should be aligned in the correct direction of the road so that the road on the ground and the road on the map point to the same direction.

**Some key Concepts**

Given below are definitions and concepts used in this manual.

**Household**

29

- (a) A household consists of one or more persons who usually share their living quarters and who usually share their principal meals. Residence in the same quarters and sharing of principal meals are two necessary conditions for persons to be members of the same household. In common usage it might be said that a household consists of "all person living and eating together out of the same cooking pot". These are the people to be enumerated in the census under population type commonly referred to as conventional households.

- (b) The word "family" does not have the same meaning as the word "household" A family consists of all persons related by blood or marriage whether or not they live miles apart. To be members of the same household all persons must live and eat together as defined above. Note that the word "family" may be used to determine how many households live in a housing unit or building. This term is used in order that the persons you are talking to will understand you. On the basis of their answers to your question you will be able to determine the number of households living in the housing unit or building. It is essential that you locate and enumerate every household in the structure/building.
- (c) A household, as defined above, might be a family or it might be a group of unrelated person living together or it might be a single person living alone. In some cases one family might be considered as two households, if for example, the father, his wife and daughter took their meals together, and the married son and his wife and two children took their meals together. In such a case these are two households and should be interviewed separately and separate questionnaires should be completed for each of the two households.
- (d) The following are examples of single household units:
  - (1) **A single family or person living alone:** A house or apartment or hut occupied entirely by a single family or person living alone.
  - (2) **Two or more families.** A house, apartment or hut occupied by two or more families who live and eat together as one unit.
  - (3) **Groups of unrelated people.** An apartment or a hut containing two or more persons unrelated but who live together as a unit.

### Eligible Household Members

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- (a) Usual Residents of the Household
  - (1) Regular members of the household living at home.
  - (2) Regular members of the household **temporary** away from home either visiting friends, at work, in school. "**Temporary**" is defined as away for a period of less than two months.
  - (3) Regular members of the household temporarily hospitalized.
  - (4) New born babies and their mothers who have not yet left the hospital.
- (b) Residents of the households who are away from home but who will return within two (2) months.
  - (1) Persons working on the farm or elsewhere away from home but who will return within (2) months.
- (c) Persons in the household who have no usual place of residence elsewhere
  - (1) Household members do not consider a person as a "household or family member" but the person eats and lives with the household and has no usual place of residence elsewhere.

- (d) Person is not usual resident but who have lived with household for more than two months.
  - (1) Household members do not consider person as a “household family member”, but the person has been sleeping and eating with the household for over 2 months.
- (e) Citizen of foreign countries living and working in Liberia.
  - (1) Residents of concessions, work compounds, camps, missions, international organizations, national organizations and delegations and their families, etc.
  - (2) Store owners, contractors, factory, store and shop managers and workers, their families and live-servants.
- (f) Seaman and Military personnel living off post.
  - (1) If a household member is reported as being way at sea, list him as a household member if he has been there for less than 2 months.
  - (2) Military personnel living off post in the enumeration area are to be listed.
- (g) Persons with no fixed address who live alone or in groups such as in vacant or unfinished building or beneath houses.

**WHENEVER IN DOUBT AS TO WHETHER A PERSON SHOULD BE LISTED AS A USUAL RESIDENT OF THE HOUSEHOLD, OR IS ELIGIBLE HOUSEHOLD, OR IS AN ELIGIBLE HOUSEHOLD MEMBER OR SHOULD BE ENUMERATED – ENUMERATE HIM OR HER.**

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### **Ineligible Household Members**

- (h) Persons visiting the household on census day who have definite place of residence elsewhere.
- (i) Citizens of foreign countries who are visiting Liberia for a period of less than 2 months.
- (j) Residents of Embassies, High Commissions, Chanceries and Consulates. Including their family members.
- (k) Liberian citizens working abroad.
  - (1) If Liberian citizen’s usual place of duty is aboard, do not list him. He will be counted elsewhere. However, if a Liberian is away visiting or working for a period of two (2) months. He should be included in the census.
- (l) Former members of households who are in institutions for a period exceeding (2) months.

### **Group Quarters**

- 32 Persons living in “Group Quarters” such as dormitories, barracks, prisons, hospitals, etc., are enumerated but are not considered as members of “conventional” households. Therefore, information regarding their relationship to the head of the household is not relevant, do not collect relationship information for population type other than household (will be enumerated as inmates of the institution).

The following are examples of “Group Quarters”

01 Educational centres

02 Home for Destitute

03 Convents

- 04 Mental Institutions
- 05 Prisons
- 06 Bush Societies
- 07 Military and Police Barracks
- 08 Hotels
- 09 Nurses Homes
- 10 Hospitals
- 11 Leper Colonies
- 12 Orphanages

### Structure

33. A structure is a building used for the purposes of business or any other activity. For census purposes, a structure constitutes a building used for dwelling purposes (housing unit by the household). In rural areas, most of the structures will be found within a locality. In urban areas they will be stand alone buildings or apartments hosting more than one dwelling units. A structure can contain one or more housing units. For example, storied buildings contain more than one dwelling unit.

### Housing Unit

- 34 This is a place of abode or residence occupied by one or more households with a “**private entrance**”. There can be many housing units within a structure. In this census, the terms housing unit and dwelling unit are used interchangeably and have same meaning.

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

35. It may happen that when you visit a house that is inhabited but you are unable to obtain any information, either because there is no one at home, or because all adults are away at the time, or for some other reason.
- (a) If only children are at home, ask them when their parents are likely to be at home and arrange for the next visit accordingly.
  - (b) If you are working in an urban area or in some rural areas where there is nobody in the neighbourhood, complete a **Call-Back Card** stating the day and time of your next visit and leave it with a neighbour or push it under the door so that the people are aware of your next visit. If you are in a rural area, leave word about the time of your next visit. Keep a record of the call-backs in your field note book.
  - (c) If after four visits you have not succeeded in finding anyone at home, make a note of the address and tell your supervisor about it.
  - (d) It may be that for some reason your visit is at an inconvenient time for members of the household. Do not lightly allow yourself to be put off, but if there is some weighty reason such as death in the household - arrange to return at a more convenient time.

- (e) Call-backs will involve you in more extra work. On any enumeration day be wise; send word of your visit ahead of you so that people know when to expect you. If you have to make call-backs, clear them early. If you make an appointment to return, be punctual.
36. At times due to confusion of EA boundaries, you may find that an enumerator from a neighbouring EA has been enumerating people in your area and numbering their housing units. If this happens make sure, first of all, that you are within your area as you understand the boundaries. If you have crossed your boundary by mistake, return to your area and go on with your work. If you are satisfied that you are right and that the households are in your area, make a note of the affected households and immediately inform your supervisor. Do not enumerate the people a second time. Continue enumerating other households in your area.

### **Use of Chalk/Marker/Crayon**

37. You will be given a supply of chalk/marker/crayon. It is to be used to mark those housing units that you have visited and whose occupants you have enumerated.
- (a) The purpose of this is to ensure that no household is enumerated twice nor missed out. It will also serve to give each household a temporary address for census purposes. This makes checking by supervisors easier.
  - (b) When you have enumerated the members of the household, write the household number in some conspicuous place. Write the number neatly where it will be easily visible to your supervisor and out of reach of small children. Ask the household members to leave it for the next three months, so that they may be spared the inconvenience of unnecessary visits by census staff. Explain that the number is used for census purposes only.
  - (c) If there is more than one household in a building or structure, write the number at the entrance to the household's living quarters.
  - (d) If the household occupies more than one building or structure, write the number on the most obvious of them (or the main residential/housing unit).
  - (e) Do not mark a housing unit until you have enumerated the members of the household.

## PART III: HOW TO FILL IN THE MAIN QUESTIONNAIRE

### General Rules

38.
  - (a) Complete the questionnaire yourself
  - (b) Keep it clean
  - (c) Write legibly in capitals using ball point pen
  - (d) Code strictly in the boxes or spaces provided on the questionnaire; and
  - (e) Start each household on a separate questionnaire
  
39. If you make a mistake cross over it and record the correct answer legibly. Please do not use white out fluid. To avoid crossing over all the time, make sure you only record the answers once you are sure that they are correct or that the respondent has clearly understood the question and given you correct response.
  
40. If, for some reason, you make a mistake involving a whole household, draw a diagonal line across the questionnaire, write along it '**SPOILT**' and complete a new questionnaire for the household. **On no account should spoilt questionnaire be torn out of the book.**
  
41. If there are more than ten people in the household continue on the next sheet (questionnaire). Continue to number the persons serially so that the first person on the second page will usually be **number 11**. Use as many sheets (questionnaires) as may be necessary for the household.

Remember to enter the household's identification information on the continuation questionnaire as well.

### Layout of the NPHC Questionnaire

42. The NPHC questionnaire is divided into six sections as outlined below:-

#### Identification Part

- (a) The top section of the questionnaire is reserved for information identifying the household and is to be completed for each household. The institution's name is only applicable to group quarters and should be left blank for conventional households. The structure number will be applicable in both urban and rural areas.

#### Section 1: Population

- (b) Columns P01 to P17 contain questions which apply to all persons in the household except P11 and P12 which are applicable to persons 10 years and above. You are required to ask the questions to **all persons** and make written entries for the same.

- (c) Columns P18 to P20 contain questions on education and are to be asked of **all persons aged 5 years and over**.
- (d) Columns P21 to P24 contain questions on labour force participation. This part is to be asked of **all persons aged 6 years and above**.
- (e) Columns P25 to P36 contain questions which apply to all females aged 10 years and above. You are required to ask the questions of **all females aged 10 years and above** and make appropriate entries for each. Remember that columns P33 to P36 are applicable to those aged between 10 and 49 years.

### Section 2: Housing Conditions and Household Amenities

- (f) Columns H1 to H13 contain questions on housing conditions and amenities. These questions are to be asked of the **Head of the Household or any other responsible person**.

### Section 3: Ownership of Amenities

- (g) Columns Q1 to Q07 contain questions on durables that the household possesses. These questions are to be asked of the **Head of the Household or any other responsible person**.

### Section 4: Agriculture

- (h) Columns A1 to A12 contain questions on agricultural activities undertaken by household members. The questions are to be asked of the **Head of the Household or any other responsible person**.

### Section 5: Deaths in Household in last 12 months

- (i) Columns D01 to D04 contain questions on deaths of household members in the last 12 months. These questions are to be asked of the **Head of the Household or any other responsible person**.

## The Interview and the Questions

- 43. **CENSUS REFERENCE PERIOD:** All enumeration must relate to the **CENSUS REFERENCE PERIOD**. The census day (**for pilot**) will be 29<sup>th</sup> April 2007. Data collection will be done between 29<sup>th</sup> April and 5<sup>th</sup> May, 2007.

## Questionnaire Identification Section

- 44. Next, complete the information required in the boxes at the top of the questionnaire. Write the codes of the County, District, Township/Clan, EA Number, Locality, Household Number, population type and Structure Number. All the above information is contained on the EA maps except the household numbers, structure numbers and population type which you will generate as you undertake the census enumeration. Enter the **"Population Type"** depending on the type of the population, i.e. "1" for conventional household, "2" for educational facility, "3" for home for destitute, etc.

## SECTION 1: POPULATION

### Column P1: Name

45. Make a list of all persons who are usual members of this household. The members to be included in the questionnaire are listed below.
- a) Usual Residents of the Household
- (i) Regular members of the household living at home.
  - (ii) Regular members of the household **temporary** away from home either visiting friends at work, in school. 'Temporary' is defined as away for a period of less than two months.
  - (iii) Regular members of the household temporarily hospitalized.
  - (iv) New born babies and their mothers who have not yet left the hospital.
46. Ensure that you have recorded all members of the household by going through this scenario and recording on the names if any was left out.
- (a) Residents of the households who are away from home but who will return within (2) months.
- (i) Persons working on the farm or elsewhere away from home, but who will return within (2) months.
- (b) Persons in the household who have no usual place of residence elsewhere.
- (i) Household members do not consider person as a "household or family member", but the person eats and lives with the household and has no usual place of residence elsewhere)
- (c) Person is not usual resident but who have lived with household for more than two months.
- (i) Household members do not consider person as a "household or family member", but the person has been sleeping and eating with the household for over 2 months.
- (d) Citizens of foreign countries living and working in Liberia.
- (i) Residents of concessions, work compounds, camps, mission, international organizations, national organizations and delegations and their families, etc.
  - (ii) Store owners; contractors, factory, store and shop managers, and workers, their families and live-in-servants.
- (e) Seaman and Military personnel living off post.
- (f) If a household member is reported as being way at sea. List him as a household member.
  - (ii) Military personnel living off post in the enumeration area are to be listed
- (f) Persons with no fixed place of residence who live alone or in groups such as in vacant building, unfinished structures or beneath houses.
47. Write the names in Columns (P1). Some people have many names. It is not necessary to write them all as long as you record the names which the person is usually known by. Identifying members of the households with their correct names will help you not only in the listing down all of them but will also come in handy when call-backs on certain members are to be made. It is important that you record at least two names of the persons in a set order so that you have a clear picture of the household from the very beginning.

48. List members of the household by nuclear family, starting with the head and his wife and children, beginning with the eldest and working down to the youngest. If head has more than one wife living in the same household, list the first wife and her children followed by the second wife and her children, then other relatives and non-relatives in that order, including visitors.
49. Very young children, persons with disabilities (PWD) and elderly persons are sometimes forgotten or even deliberately left out as being unimportant. **ALL PERSONS MUST BE ENUMERATED.** Pay particular attention to getting all babies counted. If the infant has no name, write 'Baby of....(mother's or father's name).

### **Columns P2 and P3: Relationship and Sex**

50. As you write the names in the in column P1, code relationship in column P2 and sex in column P3. You will save yourself trouble by doing this.
  - a. For example: for head, code "1" in P2 and record appropriate code in P2 as far as sex is concerned. Then code the relationship of each person to the head, that is "2" for spouse, "3" for son/daughter, "4" for parent, "5" for other wife, "6" for grand child, "7" for servant/ward, "8" for other relative such as nieces, nephews, etc. and "9" for "non relative" such as visitors, friends, etc. This column must not be left blank in household population (population type "1").
  - b. You must probe to find out whether the children you have coded as sons and daughters are the head's biological children. If they are not, establish further whether they should fall under "8" (other-relative) or "9" (non-relative).
  - c. There are several persons who are not related by blood or marriages but constitute a household, mostly in urban areas. Without telling them code one of them as 'head' (code "1") and the rest as 'non-relative' (code "9").
51. Check that the sex is compatible with relationship and name; do not assign "male" to persons shown as "other wife". Take particular care to record the sex of very young children correctly. Often you will not know whether a baby carried on its mother's back is a boy or a girl. In such cases, you must ask, do not guess. **YOU SHOULD ENSURE THAT EVERYBODY'S SEX IS RECORDED. BLANKS ARE STRICTLY FORBIDDEN.**

### **Column P4: Age**

52. Age is one of the most important pieces of information to be sought in a census. You must try as much as possible to record the correct age of the respondent. Under no circumstances should this column be left blank. You must probe to make sure that you get even a rough estimate.
53. How old is (NAME)?
  - (b) Always start by asking the person's age and follow up with the question on the date of birth as a consistency check on the former. Write the person's age in completed years – that is, the person's age at his or her last birthday. For babies under one year of age, write 00. Use two digits in

recording age, e.g. "01", "02", etc. Persons aged 98 years and over should be coded "98". **MAKE SURE ALWAYS THAT YOUR WRITING IS LEGIBLE.**

- (c) Be careful not to round ages up to the next birthday. A child who is aged four years and eleven months should, for example be entered as "04" and not "05".
- (d) Many people do not know their ages. If a person's age is not known, you must make the best estimate possible. **THIS COLUMN MUST NOT BE LEFT BLANK.**
- (e) There are various ways in which you can estimate a person's age. Sometimes, people have documents such as baptismal certificates, which show the year of the birth, in which case it is easy to calculate age.
- (f) Generally, it is not so easy to estimate age for members of the household if all of them are ignorant of their ages. Concentrate first on establishing the age of one or two persons in the household. One reliable age may help in working out the ages of others if it is known whether they are older or younger and by how many years.
- (g) It is sometimes possible to estimate a person's age by relating his or her birth to some notable historical event. With these instructions is a **Calendar of Events** (see codes) which lists the dates of events in the history of the country. If the person can remember how old he/she was at the time at the event, you can work out the person's age.

54. **How to use the Calendar of Events to Estimate the Respondent's Age**

- (a)
  - (i) Ask for any historical event which occurred around the time of the birth/childhood of the respondent.
  - (ii) Ask how old the respondent was when that event occurred or how many years elapsed before his/her birth.
  - (iii) Then use this information to work out his/her age. For example, if respondent was about 15 years when Mano River Disaster (Camp No Way 1982) happened, this person should be  $15 + 25 = 40$  years. If this method fails, you should try the following approach.
- (b)
  - (i) Simply estimate how old he/she may be.
  - (ii) Then select from your list of historical events, some events which occurred about the time when according to your estimate he/she must have been born.
  - (iii) Ask whether he/she has heard about any of those events.
  - (iv) If he/she has, ask him/her to give you an indication of how old he/she was when this event occurred or how many years elapsed before he/she was born.
  - (v) Then, from this information work out his/her age.

55. If this still fails, then base your estimate on biological relationships. For instance, a woman who does not know her age but who has two or three children of her own is unlikely to be less than 15 years old however small she may look. You may then try to work out her age by the following methods.

- (i) Determine the age of her oldest child.

- (ii) Ask her to give an estimate of her age at the birth of this child. However, without further probing, you should not base your assumption on the oldest child who is presently living. There is the likelihood that in certain cases, the first child died or that the woman had miscarriages or stillbirths. Therefore, if the woman tells you that she had one miscarriage or still birth before the oldest living child was born, you should make your estimation from the year of the first miscarriage/still-birth or live birth.
- 56. Note that some women do have children earlier than what generally obtains in the community. Therefore, in every case, you must find out whether she had her first child, miscarriage or stillbirth at the usual age before you estimate her age.
- 57. Only as a last resort should you estimate a person's age from his physical features. If you are obtaining information about an absent person from a third party then rely on the information given to you to estimate the absent person's age.
- 58. When you have arrived at the best estimate you can make of a person's age, check that it is compatible with his or her relationship to others in the household. Obviously, children cannot be older than their parents, women seldom marry before they are 12 and men before they are 18, and so on.

**NOTE THAT ANY ESTIMATE OF AGE, HOWEVER, ROUGH IS BETTER THAN DK. DO THE BEST YOU CAN TO REPORT AGES ACCURATELY.**

**Column P5: Religion**

- 59. What is (NAME)'s religion?

In column P5, code the person's religious group as provided, this is a very direct question and options given are broad. The coding are as follows "1" for Christian, "2" for Muslim, "3" for Other Religion and "4" for No religious affiliation.

**Column P6: Marital Status**

- 60. Ask "Is this person monogamously or polygamously married, widowed, divorced, separated or never married?"
  - (a) Person who have never been married including young children should be coded "1" (never married)
  - (b) People who regard themselves as husband and wife should be coded "2" or "3" regardless of whether or not they have been through any civil, religious or customary ceremonies. **The Census is not trying to find out who is legally married and who is not. Accept the answer as given to you.**
  - (c) If a person is widowed at the time of the census, he/she should be coded as "6" i.e. widowed. If a person has been widowed but has since re-married, he/she should be coded as Married ("2" or "3" as the case may be).

- (d) If people think of themselves as divorced or separated, code them as such. It does not matter whether they have been to court or gone through other formalities. Accept the answer as given to you.

### **Column P7: Ethnicity**

61. 'What is (NAME)'s ethnic affiliation?

- (a) Code the ethnic affiliation of the person using code list provided. If the person is not a Liberian, ask for the person's nationality, then code appropriately. i.e. options available are "other African tribes", "non African tribe" and "no ethnic affiliation"
- (b) For Liberian ethnic affiliation, record using the code list provided, for example: 01 for 'Bassa, 02 for 'Belle, etc. Accept the answer as given to you without question. For Liberians of other tribes, enter code "17".

### **Column P8: Place of Birth**

62. Where was (NAME) born? **Birthplace is the usual place of residence (county) of mother at the time of the respondent's birth.** This question is meant to establish persons who are not enumerated in their places of birth and hence have migrated. Sometimes expectant mothers move from the rural areas to urban areas for purposes of delivery since maternity services are better at the latter. This kind of movement is short lived and must not be confused with a migratory one. For example, if a woman who usually resides in Bomi county moves to Monrovia to deliver her child, it will be assumed that the woman went to Monrovia purposely for maternity services. Thus the county of birth of the child will be recorded as Bomi.

- (a) For persons born in Liberia, record County using the code list provided. For example, for a person born in Bomi county code "03", Grand Kru code "18", etc
- (c) For person born outside Liberia, code the country of birth using codes for citizenship. For example, a person born in Ghana will be coded "55", Nigeria "52", Kenya "62", etc.

### **Column P9: Citizenship**

63. (a) This question is applicable to all members

- (b) Citizenship pertains to present status, not the status of a person's birth. If a person was born say in Ghana and has become a naturalized citizen of Liberia, then he is citizen of Liberia hence coded as "51". Citizens of Cote d'Ivoire will be coded "57", etc.
- (c) If a person was born in some other country and has lived in Liberia but has not become a citizen of Liberia, then code the country of citizenship as given in the code list.

### **Column P10: Length of Residence**

- 63 (a) Number of years a person has lived in county where the person is being enumerated.
- (b) For persons who live in a county of birth all their lives, code "99"
- (c) For persons who have lived in the present county for less than 1 year code "00"
- 1) If a person is say age 3 years and has lived in the present county all his/her life, code 99.
  - 2) If a person has lived in say, Bong county, for 28 years and is now living in River Gee county for 3 months, enter "00" for length of residence in River Gee county.

### **Column P11: Displacement of persons by war**

64. Has this person been displaced or relocated since 1990 due to war?
- (a) This question is applicable only to person aged 10 years and above. Caution must be taken to ensure that respondents do not mistake the census to be a political or witch hunting exercise. If need be please emphasis the objectives of the census. All persons aged below 10 years must be recorded as not applicable.
- (b) Displacement or relocation means that a person was forced to move from his/her original place of residence to a new place of residence as a result of war or as a result of in-security since 1990. The options are "1" for Yes and "2" for No. If the person says No in column P11, then next question on resettlement should be recorded as not application.

### **Column P12: Re-settlement of persons displaced by war**

65. Ask, Has (NAME) been resettled since he/she was displaced by war?
- (a) This question is applicable to those people who are 10 years and above, and those who reported having been displaced in P11. This question requires you to probe further so as to get the desired answers i.e. whether the persons has resettled to his/her county of usual residence, or resettled in county that is different from his/her usual residence, or is not yet resettled. Also, note that resettlement is a situation that a person feels settled and has no intentions of moving to other safer areas resulting from fears of war.
- (b) Recode the answers appropriately, i.e. "1" for resettled to usual county of residence, "2" for resettled in a county different from usual county of residence, "3" for Not yet resettled, "4" for Don't Know and "5" for Not Applicable.

### **Columns P13-14: Orphan hood**

66. Is this person's mother/father alive?
- (a) Record "Yes" or 'No" in column P13 and P14 in respect of the survival status of the respondent's biological mother and father. Note that at times destitute children are brought up or adopted at a very young age by relatives. Please always probe to establish the reality of the situation.

- (b) In some cases, a child's father/mother may not be married or living with the mother/father. In this case, the mother/father might report that she/he does not know whether the father/mother of her child is alive or dead. In this case code "3" for 'Don't know'. You must always probe to ensure you obtain the most satisfactory answer.

### **Column P15 – P 17: Disability**

67. It is absolutely important that information in this section be collected as accurately as possible but be sensitive to the respondents so that they do not feel offended. The questions should be asked of everybody in the household. You must particularly be careful to distinguish between actual disability and other forms of illnesses especially chronic diseases lasting long period of time.
68. For example, you may be told that a person has had tuberculosis or has been suffering from backache or stomach pains for along period of time. These are not disabilities and therefore should not be coded as such. Where possible, it may be necessary to see the person(s) who have been reported as having disability. This will give you an opportunity to determine whether the persons(s) have disability according to the definition.
69. Persons with disability are defined as those who are at greater risk than the general population for experiencing restrictions in performing specific task or participating in daily activities. This group includes persons who experience limitations in basic activity functioning, such as walking or hearing, even if such limitations were ameliorated by use of assistive devices, a supportive environment or plentiful resources.

### **Column P15: Whether Person has Disability**

70. Ask, Does... have any form of disability'? If the answer is 'Yes' ask the second question relating to the type of disability (P16) before you make any entry. If you are satisfied that the type of disability falls within our definition or provided categories, you can then fill in P16 and P17. This is necessary to avoid recording incorrect responses which may later on turn out to be difficult to analyze.

### **Column P16: Type of Disability**

71. Ask for the type of disability and record the appropriate code (refer to the code list). For example, "limited use of legs" is 01, Loss leg(s) is "02", etc.
72. Some people may have more than one disability. In such cases, record the most conspicuous one as provided to you by the respondent.

### **Column P17 Cause of Disability**

73. Ask for the cause of disability and record the appropriate code (refer to the code list). You are encouraged to probe to get more accurate response.

Example, if the disability was acquired at birth then code "1" for congenital/By Birth, if was caused by war, code "3", etc.

## Columns P18 - 20: Education

### Column P18: Literacy

74. The questions in columns P18-20 apply to persons aged 5 years and above. For persons aged 4 years or less leave the columns blank. It is important to note that some people have never been to school yet they have taught themselves how to read and write in some languages. Others have learnt how to read and write through adult education classes or similar programmes. Yet other people have attended school but they do not know how to read nor write. No literacy test will be given for the census, however, you have to accept the respondents answer.
75. Ask: "Can... read and write a simple statement in any language?" Code "1" if the respondent can read write in any language, and "2" if he/ she cannot read and write. If he/she can only read or write in any language, then he/she is not literate and code"2".

### Column P19: School Attendance

76. Ask all persons aged 5 years or older if they have attended "regular/formal" school during the school year 2007.
- If the person has never been to school, code '4' and skip to P21 (economic activity). If the person is attending a regular school on fulltime basis record '1' while if he/she has left school, code '3'.
77. "Regular" school refers to formal education obtained from graded public, private, mission school, college, university or professional school, whether day or night school and whether attendance was full-time or part-time.
78. Regular schooling is that which may advance a person towards an elementary or certificate or professional school degree. Schooling in other than regular schools, should be counted only if the credits obtained are regarded as transferable to a school in regular school system.
79. Regular school begins with the first (1<sup>st</sup>) elementary school grade. Pre-school or kindergarten does not count as regularly school attendance.
80. The following education or training experience is not being considered as "regular" school.
1. Nursing schools
  2. Vocational, trade or business school, outside the regular school system
  3. Adult Education Classes
  4. On-the-job training
  5. Correspondence schooling
  6. Pre-grade or kindergarten

### Column P20: Highest Education Grade Attained

81. Ask, "What is the highest grade... has attained"? If a person was at school and left before completing grade 4 he/she should be coded as having completed grade 3 hence code "03". Refer to the code list on the inside cover page of the questionnaire booklet.

- (a) If a person has never attended school or has never finished any grade, code "00"
- (b) If a person is currently attending university and is in third year, then the person has completed second year university education, hence code "14". If a person has completed under graduate course, then code "18".

### **Columns P21-P24: Labour Force Participation**

82. This section contains questions on labour force participation that each person was mainly engaged in during the **LAST 12 months PRECEDING THE CENSUS PERIOD** and is asked of **ALL PERSONS AGED 6 YEARS AND ABOVE**.

### **Column P21: Economic Activity**

83. What was this person mainly doing during the last 12 months preceding the census? What the respondent was mainly doing will denote the activity that occupied most of the respondent's time during the period.
- (a) The purpose of this question is to determine whether the person usually works for a living, or if he does not work for a living because he is too old, or a student, or unemployed or some other reason. It is also important to know whether the person is available for work, looking for work or had job but not working during the 12 months period.
  - (b). For example, if the person did some work for pay during the past 12 month, then code "1" and continue to Column P22 on Occupation, Column P 23 on Industry and lastly Column 24 on Work Status. These four questions must be asked sequentially to make interviewing easier.
  - (c) Consider a person as having worked even though he may not have received any money if (a) he worked in establishment (farm or business) operated by a member of his family or (b) he was a servant working for his food, clothing or schooling, etc. Under each case make sure that the correct codes are coded, i.e. unpaid family worker code "3".

### **Column P22: Occupation**

If the response in COLUMN P21 IS '04' TO '09', DO NOT ASK 'P22, P23 and 'P24'.

84. Occupation means the type of work done in a job by a person employed, and this should be in relation to the principal economic activity mentioned in P21. Ask the kind of work the person is doing or did most of the time during the past 12 month.
85. Ask, What type of work did ..... do? If the answer is "None", ask, " What work has .... done mainly during the last 12 months? If the answers are vague ask further questions such as what does this person actually do?" Use appropriate code in the code list to enter in the questionnaire.

For example, a clerical officer should be classified as "Clerk" and coded "4" while a teacher should be categorized as "professional" and coded "2" and so on. It is through probing that you will classify the occupation of the respondent as clearly as possible.

86. Note that only one occupation is required. Therefore for those with more than one occupation, ask for one that occupied most of their time and code appropriately.

### **Column P23 – Industry**

87. This question seeks to get information on industry where an economically active person works. Industry (branch of economic activity) refers to the kind of production or activity of the establishment. Use information collected in occupation question (P22) and enquire what industry he/she was/is engaged in, whether agriculture, teaching, whole sale business, etc, and code appropriately. You may be assisted by asking these probing questions. Where do you work? What happens there? What is made or produced? or what services are produced? or "What is Sold?"

### **Column P24: Status in Employment (Work Status)**

88. Status in employment refers to the type of explicit or implicit contract of employment with other persons or organizations that the person has in his job.

The probable options for status in employment are "paid employee", "employer", self employed" and "Unpaid family worker"

89. Code the option which best capture the status in employment of the person, namely
- (a) Code 1, if a person was a paid employee or worked for pay or commission, etc.
  - (b) Code 2, if a person was an employer is his own business or in partnership with other persons and employs other persons to work for him/them.
  - (c) Code 3, if person is self-employed and works for fees or works in his own shop. For example, a large scale farmer who works on own plot and does not do any other work should be coded as self employed.
  - (d) Code 4, if person is an unpaid family worker, works for a related member of the family or household for no pay or for food, clothes, etc. If the person receives pay for such work then he should be coded "1".

### **Columns P25-36: Particulars of all Live Births**

#### **THE QUESTIONS IN COLUMNS P25 TO P36 APPLY TO ALL FEMALES AGED 10 YEARS AND ABOVE**

90. **Answers are required of all females in this category.** It does not matter whether or not they are married, never married, divorced or separated: whether or not they are still attending school; or what their relationship to the head of the household is. You must ask the questions of all females aged ten years and over. First thing to do is check in columns P3 and P4 and then identify all those

to whom these questions should be posed. **Make sure you record your entries in the correct serial numbers for the eligible women and correct columns.**

91. For all males and for females below ten years of age, leave columns P25 to 36 blank. Also, if a female aged 10 years above has, for some reason, declined to respond to the questions, leave columns P25 to P36 blank. However, this will not be tolerated. **For women who have not given birth, code "O".**
92. Many women do not like answering question about their children. There are various reasons for this, but it is your job to obtain the answers. It will require firmness, politeness and tact.
93. Ask of all females' aged 10 years and over "Have you borne any children alive?"
  - a) A child borne alive is one who shows one or more of the following signs of life immediately after birth:
    - (1) Crying or similar sounds
    - (2) Movement of the limbs or any other parts of the body, and
    - (3) Any other tangible signs of life.

**The census is concerned only with children born alive. Do not include stillbirths, that is, children who were born dead and therefore did not show any sign(s) of life as given above at the time of birth.**

- b) If the woman has born any children alive, write the number of boys in P25 and girls in P 26.
94. If the woman has borne children alive, ask "of the children you have born alive, how many usually live with you in this household? Write the number of boys who usually live in the household in column P27 and girls in column P28. If none of the boys or girls she has borne alive are living in the household, Write "O" in the appropriate spaces. For female-headed household, you should be able to verify this information from **columns P2 and P3**
95. Next ask, "Of the children you have born alive, how many usually live elsewhere?"

Write the number of boys who usually live elsewhere in column P29 and the number of girls in column P30. If none of the boys or girls she has borne alive elsewhere, record "O" in the appropriate spaces.

Include in these columns all the children she has borne alive who usually live elsewhere. It may be that they have grown up and married, or have gone off to work, or are living with relatives, or are in a boarding school, etc. Make sure that none of the children she has borne alive are missed out. Ask further questions to probe the matter fully," Are any of your children away? At work? With relatives? In marriage?, etc
96. Then ask, "Of the children you have born alive, how many have died?"

- (a) Many people do not want to talk of the dead and many others find it painful to talk about their dead children. It is best to ask this question in a matter of tact and without causing pain or embarrassment.
- (b) Write the number of boys who have died in column P31 and number of girls in P32. If none of the boys and girls she has borne alive died code "O" in the appropriate spaces.
97. When you have recorded the responses, check and confirm that the following is correct:
- That the sum of columns (P27+P29+P31) = Column P25  
 Also that sum of columns (P28+P30+P32) = Column P26  
 And that the sum of columns (P27 to P32) = Columns (P25+P26)
98. **Please note that questions P33 to P36 relates to women aged 10 to 49 years i.e. women in their reproductive ages**, it refers to the last live birth borne to a woman.
99. Ask, "In what year and month was your last child born?" Record the month and year of birth in columns P33 and P34, respectively. Code the month in column P33 i.e. "01" for January, "02" for February, "12" for December, etc. Code the last two digits of the year i.e. "80" for 1980, "07" for 2007 in column P34, etc.
100. Then ask, "Was it a boy or a girl?" Write the appropriate code for sex of the last borne child in column P35 i.e. "1" for male and "2" for female.
101. In column P36, indicate whether the child is still alive. If the last live birth is alive and living with the mother, check that year of birth agrees with the age of the child, which is in column P4. If the dates do not agree, find out what has gone wrong and make any correction that is necessary, code "1" if the child is still alive and "2" if dead.

## **SECTION 2: HOUSING FACILITIES**

### **Columns H1 - 13: Housing Conditions and Amenities**

**COLUMNS H1 TO H13 CONTAIN QUESTIONS PERTAINING TO HOUSING CONDITIONS AND AMENITIES AND ARE TO BE ASKED OF THE HEAD OF THE HOUSEHOLD OR ANY RESPONSIBLE MEMBER OF THE HOUSEHOLD**

#### **Column H1-Type of Housing Unit**

102. A housing unit is a separate and independent place of abode intended for habitation by one household, or one not intended for habitation but is occupied as living quarters by a household at the time of the census. Thus, it may be occupied or vacant dwelling, or occupied improvised housing unit or any other place occupied as living quarters by a household at the time of the census. Please code the type of housing unit as either "Conventional Permanent" or Conventional-Semi permanent" or "Temporary" the way you categorize it. The answer should be by observation.
103. The detailed description of each type of housing is provided;

- (a) **Conventional-Permanent:** A room (or suite of rooms) and its accessories in a permanent building or structurally separated part thereof which is intended for habitation by one or more household(s) and is not, at the time of the census, used for other purposes. It should have separate access to a street directly or via a garden or grounds, or to a common space within the building. The main permanent shall mean that the building is expected to maintain its structural stability for 10 years or more. Examples are cement, concrete block, stone house, and apartment or flats built exclusively for habitation.
- (b) **Conventional- Semi-permanent:** A housing unit as indicated above except that by its construction or construction materials is not expected to maintain its structural stability for 10 years. Examples include Mud hut, thatched, bamboo huts and houses, sheet zinc/iron houses built exclusively for habitation
- (c) **Temporary:** A housing unit, which was not made for anything but for short-term shelter. The units are improvised under short notice without a pre-determined plan and in many instances were never intended for human habitation. Examples include makeshift shelters or structures built of waste material, living arrangement under buildings, bridges, warehouses, natural shelters, uncompleted buildings, lean- tos, etc. not necessarily built for habitation.

## **Column H2: Tenure Status of Housing Unit**

104. Column H2 seeks information on status of tenure of housing unit i.e. whether the housing unit is Owner occupied or Rented by the household members. Ask the head of the household or any other responsible person whether the housing unit is owned or rented by him/her or any other member of the household?" Then code the answer appropriately using categories provided. Wide ranges of options have been provided to make all possible tenure status accommodated. Please probe so that you get the correct tenure status of the housing unit.

- (a) Under **Owner occupied** are listed:

**Purchased:** Means that a member of the household has bought the structure or is in the process of paying for the structure and household members are living in it.

**Constructed:** Means that a member of the household has built the structure they are living in. This will be the most common in rural areas.

**Inherited:** Means that a member of the household has received the building by (legal) right of succession or by a will. However in this case, do not ask for proof. Accept what the respondent says.

- (b) Under **Rented/Provided** are listed dwelling units either provided by the employer of a member of the household or rented by a member of the household. This includes:

**Government:** Covers all houses rented or provided by the government.

**National Housing Authority:** Covers all houses provided or rented by NHC

**Private Company:** Covers private firms like Firestone and foreign governments.

**Individual rented:** Covers private individuals only, i.e. when employer pays one then you decide on where to rent and live.

### **Column H3: Number of Rooms in Housing Unit**

105. A room is defined as space in a housing unit or other living quarters enclosed by walls reaching from the floor to the ceiling or roof covering, or at least to height of 2 meters, or size large enough to hold a bed for an adult, that is at least 4 square meters.

Total number of rooms, therefore includes bed-rooms, dining rooms, living rooms, study rooms, habitable attics, servants' room, rooms used for professional or business purposes and other separate spaces used or intended for dwelling purposes, so long as they meet the criteria of walls and floor space. Passage ways, verandahs, lobbies, kitchens, bathrooms and toilet rooms should not be counted as room even if they meet the criteria. For example, if a housing unit has two bedrooms, a kitchen, a bathroom, a living room, and a toilet, there are (3) rooms to be recorded in the questionnaire.

### **Columns H4 - H6: Construction Materials of the Housing Unit**

106. Code in column H4 the construction materials used to build the outer walls of the housing unit occupied by the household. If the materials are visible code the answer without asking the question. But in cases where it is not clear, ask the question. If the walls are constructed of one or more materials, the predominant material should be recorded.
107. Code in column H5 the construction materials used to build the roof, the roof is the layer that covers the household from above. For example if one lives on first floor of 5-storeyed apartment then the roof of the housing unit is a concrete, code "1". The other roof materials such as zinc or iron sheet code "4", asbestos code "3", etc.
108. Code in column H6 the construction materials used to build the floor e.g. code "1" for cement, "2" for Tiles which include wood planks, rubber tiles, etc.; "3" for wood, "4" for mud/earth, etc.

### **Column H7 Household Amenities**

109. Columns H7 to H10 seek information on the type of amenities/facilities that are available to the household.

### **Column H7: Main Source of Water supply for drinking**

110. In column H7, ask "What is the main source of drinking water for this household?" You code the main source of drinking water as provided by respondent. This is the source from which for most part of the year the household draws its water for drinking. For example, if during the wet season the household draws water from a tank but then the longer part of the year it draws water from a river, then code "6" i.e. river as main source.

### **Column H8: Main source fuel for Lighting**

111. Ask "What is the main source of fuel for lighting in this household?" In column H8, note that some households may use electricity, candle and paraffin, all at the same time. The answer required here is the fuel used most of the time. Code appropriately using codes provided.

### **Column H9: Main source of fuel supply for Cooking**

112. Ask "What is the main source of fuel supply for cooking in this household?" In column H9, note that some households may use electricity, paraffin, gas and firewood, all at the same time. The answer required here is the fuel used most of the time, code appropriate answer in column H9.

### **Column H10: Type of Human Waste Disposal**

113. In column H10 ask, "Where do members of this household dispose of human waste?" Code the answer according to the categories given below e.g. Code "1" for flush toilet for household members only, "4" for open ditch, etc.

### **Columns H11- H13: Time taken to travel from home to the nearest Basic Facility**

#### **Column H11: Health Facility**

114. Ask, 'What is the time you take on average to travel from your house to the nearest health facility?' A health facility is defined as a 'Modern Facility' providing health care services like a clinic, a health centre, a dispensary, a hospital, etc, and not herbalist, or spiritualist or drug peddler, etc.

You may have to ask for the location of the facility in certain cases in order to visualize and estimate the time taken to the facility and get as accurate an answer as possible. Place note that time taken is one way, i.e. from home to the health facility, so do not sum up the return journey. Responses have been provided as "1" if time taken is less than 20 minutes; "2" if it takes between 20 minutes and one hour (60 minutes); "3" if it takes between one hour and 2 hours; and "4" for over 2 hours.

Record the appropriate code in the column H11.

#### **Column H12: Primary School**

115. Ask, "What is the time you take on average to travel from your house to the nearest primary school?"

You may have to ask for the location of the school in certain cases in order to visualize the time taken and get as accurate an answer as possible. The school should be the nearest even if none of household members attends the school.

Record the appropriate code in the column H12.

### **Column H13-Source of Water**

116. Ask 'What is the time you take on average to travel from your house to the nearest main source of water?

You may ask for the location of the source of water in certain cases in order to visualize the time taken and get a more accurate answer. This is the main source of water that your household uses for its daily needs. Not necessarily for drinking but for most household use.

Record the appropriate code in the column H12.

### **SECTION 4-OWNERSHIP OF SOME HOUSEHOLD ASSETS**

#### **Columns Q1-Q6**

117. For questions Columns Q1 to Q6, the intention is to find out if any member of the household own the listed items. The item must be in working condition for household to be recorded to own it. That is if there is an item that is not in working condition then code "2" for No.
118. For each item ask if any household member own it, if the item is owned, record "1" for yes in the appropriate box. If the item is not owned, record "2" for No

### **SECTION-3 AGRICULTURAL MODULE**

119. This section intends to find out if any member of the household is engaged in own- account agricultural production activities at their usual place of residence or elsewhere within the country.
120. An own-account worker in agricultural production (agricultural holder) is a person who is working on his/her own account (self-employed) or with one or more partners, and where that person has overall responsibility for the management of the agricultural production unit. Please note that agricultural production refers to either crop, livestock and/or poultry farming.

#### **Column A1: Own Agricultural Production**

121. Ask, "Is any member of this household engaged in any agricultural production? Probe as provided above and if any member of the household is involved in farming, record "1" for Yes in Column A1 and proceed to Columns A2 to 12. If no member of the household is involved in own agricultural production, code "2" and skip to Column D1.

#### **Column A2-A12: Crops, Livestock and poultry**

122. For questions Columns A2 to A12, the intention is to find out if any member of the household undertakes farming in the mentioned crop/livestock/poultry. Farming must refer to the current crop year.
123. For each crop/livestock/poultry item, ask "Is any household member engages in ..... farming?"

If the answer is Yes, code "1" and if No code "2". The answers should be recorded whether it is subsistence or commercial farming.

## **SECTIONS 5-DEATHS IN THE HOUSEHOLD**

124. Questions D1 to D4 are asking about deaths of member of the household which took place in the 12 months prior to the Census day i.e. from May 2006 to-date. The death should be of a person who was a member of that household. Please note that deaths should be recorded irrespective of whether the person died in the household, in another household or in a health institution, as long as it was death of member of that household. Include children who died when they were very young but exclude stillbirths.

### **Column D1: Number of Deaths in the Last 12 Months**

125. Ask, 'Did any member of this household die in the last 12 months, i.e. from May 2006 to-date and if there was how many?'

If any death occurred in the household, record the number of persons deceased in the appropriate box, and then proceed to ask questions D2, D3 and D4.

126. If nobody died in the household within that period, record "0" column DO1 then end the interview and check your work properly, particularly to ensure that all questions have been asked and answers recorded appropriately.
127. If the answer is "Don't know", then you may have to come back to solicit this information from household head or other members with more information.
128. It is important that you always have in mind that the questions (on deaths) you are asking the person are very sensitive. You should know how to handle the person who has lost somebody by using cultural acceptable language and at the same time informing him or her that the information you are collecting is very important.

### **Column D2: Name of Deceased**

129. Ask for and record the names of the deceased persons in the space provided.
130. In cases where babies die before they are given a name, record as 'baby boy' or 'baby girl' or baby... (Mother's name). Make sure you list the names of all deceased persons if they are more than one, you must confirm this with answer in Column D1.

### **Column D3: Sex of Deceased**

131. Ask for and record the sex of each of the deceased persons. Record "1" for Male or "2" if a Female.

#### **Column D4: Age of deceased at time of Death**

132. Ask for and record the age of the deceased person before he/she died. Use a two code for recording age of the deceased person e.g. suppose a baby died before it was age 1, record age 00 and one who died at 7 years and 8 months, record 07.

### **PART IV: CHECK TO MAKE SURE THAT YOU HAVE COMPLETED THE QUESTIONNAIRE ACCURATELY AND COMPLETELY**

133. Before leaving the household, check the questionnaire you have completed and make sure that you have completed it accurately and completely. **It is better to check your work on the spot than to have your supervisor send you back to correct your mistakes.**
134. In particular, you should check that: no one has been missed out; others can read what you have written i.e. your handwriting is legible; that no column has been left blank except for those who are ineligible; and that your entries agree item by item.
135. Check your work systematically. First make sure that the information that uniquely identifies the household has all been entered. Next, look at the household in terms of relationships and ages of the people. Make sure that children are not shown as older than their parents; that men are not shown as having borne children; that babies are not shown as having university education, etc.
136. Then look at the answers you have completed for females aged 10 years and over. Check the ages of all females and make sure that you made necessary entries. Make sure that you have written "0" in the appropriate column(s) if the woman has no children in particular category.
137. Make sure that all persons aged 5 years and over have been asked the questions on education, while those aged 6 years and above have been asked questions on labour force.
138. If you find things have gone wrong or that there are mistakes or omissions, ask further questions and correct your records. The questionnaire must be complete and accurate in all aspects before you leave the household.
139. When you are satisfied that everything is in order, complete the summary information for the household on last row of the questionnaire. Enter the number of males, females and total in the household.
140. Then insert number of questionnaire used in a household i.e. if one, record Page 1 of 1, if there are two questionnaires, then you will write page 1 of 2 and Page 2 of 2 on the two questionnaires used, respectively, etc.
141. When you have enumerated the members of the household, write the household number on the doorframe or any other convenient and conspicuous place. The household numbers are the ones

you will allocate yourself. The first household you visit will be household number LISGIS/PC07/S001/H001; second household will be LISGIS/PC07/S002/H002 and so on. If there is more than one household in a structure for example, household number 001,002,003 etc, simply write LISGIS/PC07/S001/H001- H003 meaning there are three households in the structure. Write the numbers neatly where they will be easily visible to your supervisor and out of reach of children. Ask the people to leave the numbers intact up until the end of June 2007 so that they may be spared the inconvenience of unnecessary visits by census staff. Explain that the number is used for census purposes only and may be rubbed off after 3 months. Please thank the respondents for their co-operation before your departure.

142. When you have visited every household in your EA and have enumerated all persons who were in your EA, enter details of the county, district, township/clan, EA number and locality on each questionnaire and also on the front cover page of each booklet used.
143. When all is in order, complete the cover page of each booklet used then write your name and date in the space provided for the interviewer. Your name and date is your certificate that the information in the book is complete and correct.
144. As soon as you have checked your work, report to your supervisor, you will only be paid after you have handed in all the accountable documents (used and unused questionnaire, map(s), and field report, etc and the supervisor has ensured that you have done a good job.

# ANNEXES

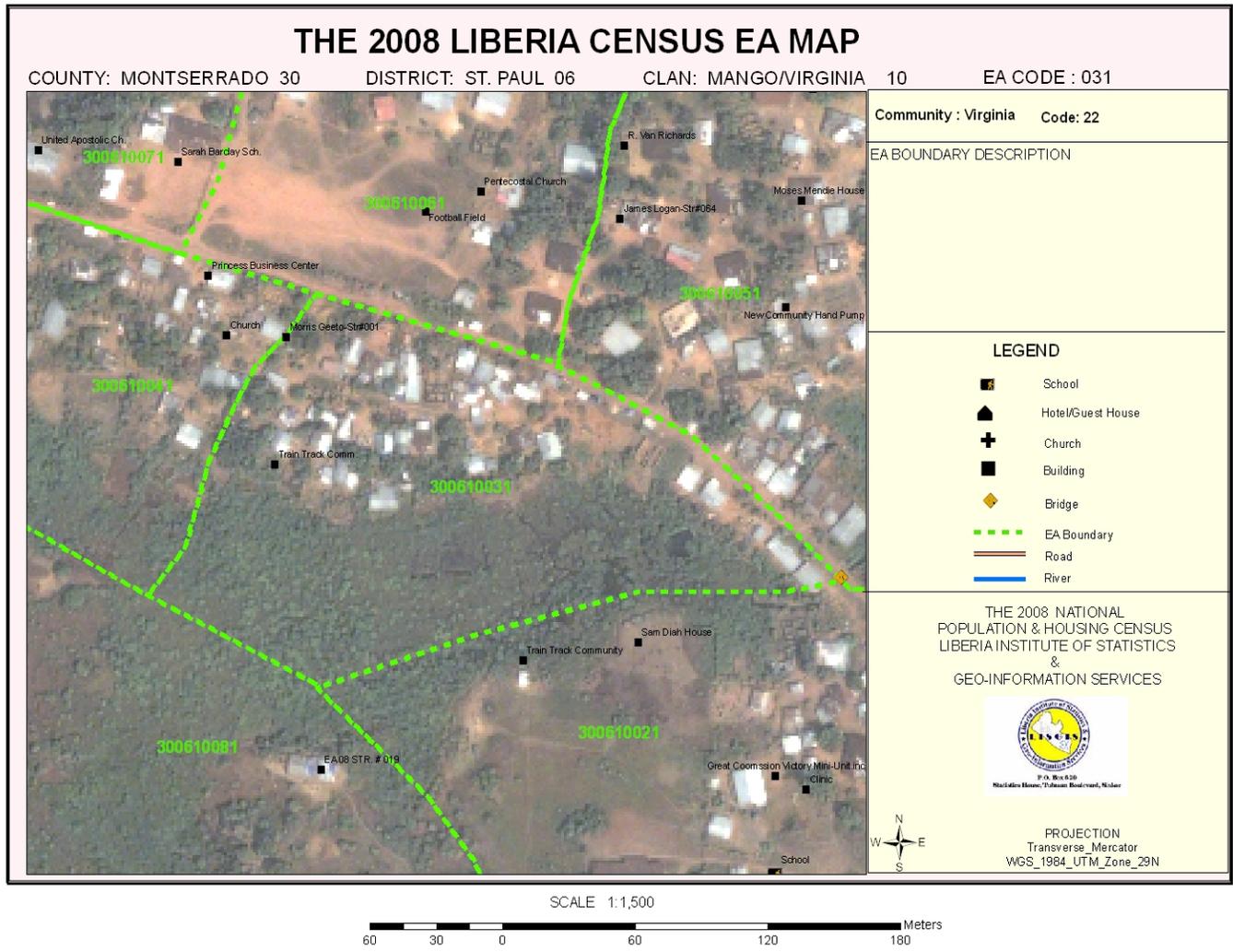
## CALENDAR OF NATIONAL AND LOCAL HISTORICAL EVENTS

| Date of Event   | Age of respondent<br>as of 2007 |
|---|---------------------------------|
| 1900: G. W. Gibson became President of Liberia  | 107                             |
| 1900: Coleman resigned from the Presidency  | 107                             |
| 1901: First telephone established in Monrovia   | 106                             |
| 1904: Arthur Barclay became President of Liberia  | 103                             |
| 1912: Daniel Edward Howard became President   | 95                              |
| 1914: First World War   | 93                              |
| 1915: British gunboat, "High flyer" offered assistance to the Liberian Government<br>(in effort to control the Krus). Government expressed thanks but preferred to wait<br>for the "Chester, which was expected from the United States. | 92                              |
| 1917: Liberia declared war against Germany and turned the Germans who were still here<br>over to the Allies to be interned in France  | 90                              |
| 1918: Monrovia was bombarded by German Submarine April 10   | 89                              |
| 1920: C.D. B. King became president of Liberia  | 87                              |
| 1923: Road to Kakata completed  | 84                              |
| 1924: First request of the Firestone Company for a rubber concession  | 83                              |
| 1926: The planting agreement with the Firestone company signed  | 81                              |
| 1926: A loan of \$5,000.00 was obtained from the United States Firestone Plantations<br>Company began   | 81                              |
| 1927: Opening of the Government hospital in Monrovia  | 80                              |
| 1929: Booker Washington Institute at Kakata by Mr. James L. Sibley, Advisor on Education  | 78                              |
| 1929: Liberia suffered from a worldwide depression heavy fall of coffee price)  | 78                              |
| 1929: The International Commission investigated charges of slavery in the Republic of Liberia   | 78                              |
| 1930: Proclamation by President C.D. king outlawing pawning and all forms of domestic service   | 77                              |
| 1930: Resignation of President King   | 77                              |
| 1930: Edwin Barclay became President of Liberia   | 77                              |
| 1931: Nifu destroyed in Sassatown war   | 76                              |
| 1939: Second World war declared   | 68                              |
| 1942: United States currency made legal tender in Liberia   | 65                              |
| 1942: United States troops reached Liberia in World War II  | 65                              |
| 1943: End of the use of British currency as legal tender  | 65                              |
| 1943: Instruction opened at Barclay Training Center on the South Beach,<br>Monrovia under U.S.Army officers   | 64                              |
| 1943: President E.J. Barclay and President elect W.V.S.Tubman visited U.S.A.  | 64                              |
| 1944: Raymond concrete pile company began work in the Monrovia Harbor   | 63                              |
| 1944: Krutown was moved from the mainland to Bushrod Island to make<br>room for machine shops, truck yards, and railroad for the construction of the Harbor   | 63                              |
| 1944: William V. S. Tubman became President of Liberia  | 63                              |
| 1944: Death of Mrs. Martha Tubman, wife of President Tubman at Monrovia   | 63                              |
| 1945: The war in Europe ended May 12  | 63                              |
| 1945: Liberia was a member of the United Nations conference on International<br>organization at San Fransisco, California, U.S.A. April 25  | 62                              |
| 1945: President Tubman left for the Central and Western Provinces to convene  |                                 |

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|--|----|
| the Provincial Council of Chiefs   | 62 |
| 1946: Ground –breaking for the new Liberia College buildings near Camp Johnson Road, Monrovia  | 61 |
| 1946: Bridge over Mesurado River to Bushrod Island opened to the public  | 61 |
| 1946: Construction began on the road from Owensgrove to Edina from the Farmington River to the Mouth of the St. John’s   | 61 |
| 1946: Liberia Mining Company started mining in Bomi Territory  | 61 |
| 1946: Re-opening of the Nursing School at the Baptist Hospital in Monrovia   | 61 |
| 1947: Cornerstone of the first University of Liberia laid December 13  | 60 |
| 1947: Three tribesmen elected to House of Representatives  | 60 |
| 1947: 100 <sup>th</sup> Anniversary of the Independence of the Republic of Liberia celebrated on July 26   | 60 |
| 1947: Bridge over St. John’s River near Sanniquellie opened  | 60 |
| 1948: Freeport of Monrovia opened  | 59 |
| 1948: January 3, centennial Jubilee was brought to a close making one hundred years after the inauguration of J.J.Roberts, First President of Liberia                        | 59 |
| 1948: State Wedding in the Executive Mansion of His Excellency, President W. V. S. Tubman to Miss Antionette Padmore, grand daughter of the late ex-president Arthur Barclay | 59 |
| 1948: Work began on the St. Paul River Bridge, near Brewerville  | 59 |
| 1949: Liberia College building burned, building belonged to A.M.E. Mission, was occupy temporarily by Liberia College  | 58 |
| 1949: Formal opening of new Cuttington College at Suakoko  | 58 |
| 1952: January 4, Centennial Memorial building dedicated  | 55 |
| 1952: January 7, president W.V.S Tubman and Vice president W. R. Tolbert inaugurated for second term   | 55 |
| 1953: Dr. Kwame Nkrumah, the leader of government business in the Gold Coast visits Liberia  | 54 |
| 1954: B.F. Goodrich Company started operation  | 52 |
| 1955: The Tubman, Horace & Coleman incident  | 51 |
| 1955: President Edwin Barclay died November  | 51 |
| 1958: March, Honorable A. Dash Wilson became 13 <sup>th</sup> Chief Justice of Supreme Court of Liberia  | 49 |
| 1958: Bong Mines Company came  | 49 |
| 1958: July 18, the “Big Three” Dr. Tubman, Dr. Kwame Nkrumah and Sekou Toure-held summit conference in Sanniquellie Central Province   | 49 |
| 1958: National Iron Ore Company began mining   | 49 |
| 1959: July 24, a 66 years old woman died for 4 days came back of life in Mahah, Grand Cape Mount County  | 48 |
| 1959: June 24, president Tubman paid state visit to Sierra Leone   | 48 |
| 1960: Liberia Agriculture Company –UNIROYAL  | 47 |
| 1961: September 4, Former President Charles D.B. King died   | 46 |
| 1961: August 19, 2-headed babies born at the Ganta Methodist Mission Hospital  | 46 |
| 1962: First Census in Liberia  | 45 |
| 1962: November 29, Vice President William R. Tolbert host birthday party for the President of Liberia, Dr. William V.S.Tubman  | 45 |
| 1964: Tubman’s 5 <sup>th</sup> Inauguration  | 43 |
| 1964: March 5, Lebanese-owned two-story building demolished by an explosion on Benson Street   | 43 |
| 1965: November 29, 71 <sup>st</sup> birthday of Dr. Tubman in Sanniquellie, Nimba County   | 42 |
| 1965: November 12, President Tubman opens Bong Mine  | 42 |
| 1966: Firestone Rubber Company workers on strike LAMCO workers on strike also  | 41 |
| 1967: Mount Coffee hydro –electric plant opened  | 40 |
| 1968: President William V.S. Tubman’s 6 <sup>th</sup> Inauguration   | 39 |
| 1969: President Tubman’s Silver Jubilee Celebration  | 38 |

|   |    |
|---|----|
| 1971: President William V.S.Tubman died   | 36 |
| 1972: President Willaim R. Tolbert's 1 <sup>st</sup> inauguration   | 35 |
| 1974: Second Census in Liberia  | 33 |
| 1976: Liberia Mining Company closed down  | 31 |
| 1979: O.A.U. Conference held in Monrovia  | 28 |
| 1979: Rice Riot, April 14 <sup>th</sup>   | 28 |
| 1980: Coup d'etat April 12 <sup>th</sup>  | 27 |
| 1980: April 12, Military Coup d'etat  | 27 |
| 1981: Head of State, Samuel K; Doe launched Cooperative Farming Program in all counties, territories<br>and districts | 26 |
| 1982: Mano River Disaster (Camp No Way)   | 25 |
| 1984: February 2 <sup>nd</sup> Liberia National and Population Housing Census   | 23 |
| 1985: October Samuel K. Doe was elected President of Liberia  | 22 |
| 1989: December 24, Charles Taylor invasion in Liberia   | 17 |
| 1990: August 24, ECOWAS arrival in Liberia  | 17 |
| 1990: September 9, President Doe was assassinated   | 17 |
| 1991: ULIMO invasion in Liberia   | 16 |
| 1992: Charles Taylor operation OCTOPUS  | 15 |
| 1996: April 6, Charles Taylor and Alihije Kroma was against ULIMO J   | 10 |
| 1998: September 18, Camp Johnson Road war between Charles Taylor and Roosevelt Johnson                                | 8  |
| 2003: June LURD Forces attacked Monrovia  | 3  |
| 2003: September President Taylor left Liberia for Nigeria   | 2  |

# Specimen Enumeration Area Map from Satellite Imagery



# Enumeration Area Map from GPS points

