

# 2010 POPULATION AND HOUSING CENSUS TRAINING MANUAL FOR TRAINERS

## INTRODUCTION

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

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

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

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

The guidelines set out in the manual, are intended to minimize conflicts in the interpretation of key concepts employed in the census documents and facilitate the information transfer in an orderly and effective way. At the very least effective training will require a minimum of thirty (30) teaching contact hours organized into daily sessions. Instructions will center around

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

Mastering of the material contained in the manual places the trainer in an informed position to conduct training sessions in the manner required, and so transfer the knowledge and skills to the trainees in their charge.

Trainers must see themselves as quality control agents, who, through painstaking efforts, will positively influence the outcome of the census.

## **Understanding One's Role as Trainers**

### *The need for training*

The need for training arises because of the need to impart skills to persons expected to perform certain specific tasks. Being trained to carry out such tasks essentially involves a learning experience, not alien to any one of us. The learning process involves a change in behavior patterns and may demand a change in thought perceptions as well as in attitudes and in the way we acquire knowledge.

In the context of the census, teaching persons to be good enumerators is equally a learning experience, for trainers, as it is for those being trained. It is said that the best way to understand others, is first to understand oneself – how we regard others and perceive things. Our responsibility to others starts first with understanding these two aspects of our being and how we bring to bear our own ways of perceiving things upon others.

For this reason, the system of planned instructions which is what this training manual is all about, is intended to encourage and promote a uniform approach to the transfer of knowledge about census procedures and its material content. First there are the census maps, which make us become acquainted with the many areas which must be traversed in order to collect information from the population.

Next, the census questionnaire, must be thoroughly studied, as it contains the questions which are to be put to persons within households and in institutions each and everyone of who has to be contacted and interviewed.

The census manuals provide us with the materials about the CENSUS and give guidelines for census enumeration – how to deal with problems which arise and how to conduct a successful interview. Information is also provided on the document control system which is intended to ensure that there is effective communication, progress monitoring and reporting, during the enumeration process. During enumeration, thousands of questionnaires will be taken about, filled out with the desired information and passed on to supervisors for checking and finally returned to the central census office in a completed form. A system has been established for the ordering and directing of this communication network.

The trainers of enumerators and other field staff have the responsibility to see that this system works in a manner for which it is intended.

### *Approach to training*

The persons to be trained for the census include:

- 550 Enumerators
- 12 Area supervisors
- 100 Field supervisors

This is understandably, a large group of persons of varied background and experiences, which will make the training task as challenging as it will be engaging. Trainers must aim at becoming proficient with the entire questionnaire and train accordingly. Trainers will follow the guidelines stipulated in this manual and adopt the format given for each section of the questionnaire. The use of visual aids, illustration, and any other techniques which will facilitate the learning process to be employed. The present manual suggests areas and strategic points at which such aids can be introduced during training.

The following guidelines will be found useful:

1. As trainers, there is need to be prepared for the first and subsequent encounters with trainees. This means taking time to study the training materials well in advance of the sessions. These include; the training schedule; the census questionnaire; enumerators and supervisors manual; document control forms, maps and visitation record and not least the training manual itself.
2. Trainers must get to know the trainees for whom they will be responsible. The relatively short time over which training has to be conducted will demand that all learning needs are to be catered for with quick dispatch, yet with the individual learner in mind. It is therefore needful that:
  - i. the trainer work with an established timetable, keeping within the time allocated for each session;
  - ii. the material taught and teaching aids employed - i.e. mock interviews, role playing should be of reasonable length and applicability to be satisfactorily assimilated,
  - iii. the trainer be in control of the training sessions by exercising the capability to deal with the following:
    - a) Unnecessary questions posed by trainees
    - b) Disruptive interjections, noisiness etc.
    - c) Show of disinterest
3. Asking questions is a means through which feedback is received, on the material taught but, the nature of the questions and the manner in which they are put, are equally important. Thus it is important to observe the following:
  - a. Avoid asking double questions - such as 'what is the definition of a household and, how will you be able to determine who is the head.'
  - b. Direct questions to persons by their names - all of which should be noted at the introduction, thereafter enabling individualization within the group.
  - c. Questions should be spread around the group in order to give an opportunity to determine which individuals are experiencing difficulty keeping up with the group or understanding the material being taught.
4. Trainers need to be mindful of their own mannerisms and actions which could interfere with the learning process
 

These include:

  5. Display of nervousness;
  6. Distracting habits, such as - smoking, waving of hands, looking away from persons while speaking;
  7. Dominating the training sessions, thus disabling sufficient participation by trainees, through individual expression and group activity;
  8. Overdoing the joking relationship which, in some instances can be helpful to the learning process;
  9. Displaying unpreparedness for the session being taught;
10. One of the principles stressed in this manual is that of SHOW, TELL AND DO. The manual urges that, as trainers, it is not sufficient to say what is required to be done but to show and illustrate how things are done.

This manual suggests points at which visual aids and practical activities can be introduced. The materials or equipment required for such activities should be prepared well in advance and be effectively employed. Some of these are essential components of the census document kit, such as maps showing enumeration district boundaries and buildings in which households are to be located.

Role playing and mock interviews are important to reinforce knowledge. Reference to source materials is important to supplement the teaching sessions and can serve to encourage systematic review of material previously dealt with. Practice sessions of actual interviews carried out in the field provide an effective introduction to and feel for the task to be embarked upon later during census enumeration.

## Guidelines for training

### *How to conduct training sessions*

11. Each training session must be planned to follow a master timetable, which sets out what topic will be dealt with each day.
12. The material to be taught should be delivered within a reasonable time frame- say 45 minutes per topic, giving additional time for recapping entertaining questions and giving clarification of points raised.
13. Careful note should be taken of the amount of information provided in any one session, so as to enable trainees to thoroughly grasp the material. The cramming of a mass of information into each session will hinder the proper assimilation of the material and could cause fatigue. A ten-minute break after each hour's delivery can serve to sustain interest.
14. The amount of information to be taught in each session should be carefully timed to ensure a thorough grasp of the material by trainees. Encourage the use of the census manuals by yourself making frequent reference to these, such as, the enumerator's manual and other prepared documents.
15. Make effective use of the training aids suggested - audio-visual material, 'blown-up' parts of the census questionnaire, specimens of correctly prepared questionnaires, mock interviews.
16. Always check to ensure that there is enough training materials to go around the group - pencils, paper, loose leaves from questionnaire and visitation record,
17. Training sessions should follow a logical sequence based on the actual census activities, Dealing with these out of turn would upset the logical progression of the learning process and so confuse the trainees. Introduce the items to be learnt and the activities to be carried out in their proper sequence. A good start is with the concepts and definition employed in the census: - i.e. an Enumeration District (the E.D), a building, a dwelling, a household, What is meant by a 'vacant' building, a 'closed' building and so on. Work through each session, revising old concepts and explaining the meaning of new ones, The key to understanding what the aims and objectives of the census are revolves around understanding the meaning of the terms and concepts employed in the questions put to respondents. Work through each session whilst making a review of previous work at start of each day. Encourage expression to facilitate learning through understanding but, as a leader, maintain control of the situation at all time.
18. It is a good idea to review the key manuals such as the enumerators as these training guidelines pre-poses a knowledge of and familiarity with the content of these documents. Furthermore, one of the things trainers will need to do is to stress the requirements that the 'word for word' repeat of questions as they appear in the questionnaire has to be followed. Trainers themselves must get into the practice of following this procedure in their knowledge transfer.

Many of the above tips are incorporated in the guidelines provided for each session, in the present manual. These must judiciously be followed, as the aim is to ensure a standardized approach to training, in turn, to achieve, uniformity of knowledge transferred to trainees, where they are being trained across the country.

- a) Preparing trainees for the fieldwork situation.

The interview situation is basically a social encounter with persons whose support and confidence have to be won. The trainee must be made to understand this feature of the exercise and be helped to develop skills to successfully master the task of interviewing. They must know that creating the right impression on the onset sets the tone and atmosphere for the rest of the encounter. The enumerator/respondent relationship can end before it gets to a comfortable start. Thus the following tips are intended to assist in the interview situation.

- ii. Appropriate dress and acceptable appearance, manner of approach and mode of introduction are essential to the building of a good relationship.
- iii. An atmosphere for dialogue has to be created as; it would not in most cases be readymade out there. Whilst the advanced publicity of the census would have created some amount of awareness of the census, the enumerator has to gain acceptance in each individual case. He/she has to be prepared, through training to achieve this.
- iv. Experience has shown that many enumerators tend to have difficulty making this first introduction which requires that, they introduce themselves politely; give a short explanation of the purpose of the census data collection exercise; the legitimacy of visit, etc. it is a good practice to provide the trainee with suggestions and practice for overcoming this difficulty. In this instance the following approach is suggested.

Enumerator to respondent:

"Good morning/evening Madam/Sir, My name is John Nathaniel, this is my identification issued by the Central Statistical Office which has employed me to work on this census.' (It is useful to show the census privacy notice provided for this purpose and of course the I.D. card which should be worn by the enumerator). "We are taking a census throughout the country and I am assigned to your area, I would like to ask some questions which are on this questionnaire. Are you a member of this household?... the head of the household?,,,

It is a good practice to acquaint trainees with information on the uses to which census data are to be put, as respondents may want to know this before granting the interview. Enumerators need to guard against making 'promises to help' or committing the census office towards solving problems which might be experienced by respondent. The following information must be conveyed to the trainee.

The census provides benchmark data on the characteristics of the population and housing stock, which are used for various purposes by government, business, university, and ordinary citizens who are community conscious and seek a better way of life for their people. For example, business people use census data in marketing to determine demand for their product or where to cite their business. Citizens use census data to press demands for services such as poor relief services, health offices, water, sanitation, school etc. The census touches our lives either directly or indirectly since all major decisions of government, business, and community groups rely on census data, It is the only complete set of information collected on the population, once every ten years. The 2001 census data must be updated.

Both Government and International agencies use the Census data for many purposes. For example, the provision of many services to benefit citizens at the lowest cost and most ideal location can best be achieved with reliable and accurate census data. Otherwise wastage will take place.

Many international and government agencies such as the United Nations, Government Ministries and agencies such as WASCO, Cable and Wireless, Karib Cable, Spectra and LUCELEC make extensive use of census data for planning and other purposes.

Thus far, the training guidelines have dealt with the following:

1. Aims and objectives,
2. Purpose of the guidelines given.
3. Why there is need for training along the lines indicated.
4. Understanding one's role as a trainer.
5. The approach to training.
6. Tips on asking questions.
7. Tips to trainers on actions and mannerisms, which interfere with the learning process.
8. Tips on how to conduct training sessions.

## 9. Tips on preparing trainees for the fieldwork situation.

It is useful to conclude this part of the manual with a note on managing the interview situation. The things to note include: how the interview must be structured; the techniques to be employed in conducting a successful interview and the guiding principles, which govern the interview situation itself.

### (a) Preparing for the interview

Perhaps the most critical aspect of the interview situation is that of gaining acceptance by the respondent. This provides the mandate for successfully completing one's job as a census enumerator:

The manual has stressed:

- (i) the manner in which the initial introduction is made and must include the showing of a valid identification card, privacy notice and the provision of a concise but informative explanation of the purpose of visit.
- (ii) the need to be appropriately and neatly dressed;
- (iii) the need to allay any fears about whether the confidentiality of the response given would be disregarded please be sure to show the privacy notice to assure the respondent of the security of the information which they provide.

### (b) Techniques which must be employed

The manual has stressed the need to be guided by the instructions given in respect of:

#### (1) *Asking questions*

It is recommended that the questions posed should be asked as they appear on the questionnaire. This avoids the risk of being ambiguous or misinterpreting questions. The questionnaire is structured in sections and the questions numbered sequentially. This pattern must be followed if the interview is to run smoothly. Considerable thought has been given to this aspect of ensuring that the interview comes out as a smooth and productive dialogue for both enumerator and respondent. Thus the questions are organized in a manner to facilitate this.

#### (2) *Guarding against personal actions or mannerisms which detract from the interview*

Some of the matters dealt with earlier include the managing of non- verbal expressions, such as the show of surprise, disapproval or alarm at responses the interviewee may give. the interview should be a natural situation and this the respondent is likely to show or reveal responses which may not altogether be what is appropriate to the occasion. These instances must be dealt with tactfully and with the measure of understanding and tolerance that will enable the successful conclusion of the interview,

#### (3) *Other points which need to be stressed are:*

- (i) the need to show interest in the information being provided by the respondent. The information supplied must be evaluated in terms of what the questionnaire requires;
- (ii) the enumerator must avoid getting into arguments or discussion of issues which have nothing to do with the enumeration exercise;

- (iii) In order to be successful, the interview must produce all the information sought and thus the opportunity for probing to get additional information where required, among which are:
- (a) encouraging the respondent to talk more on a topic which at first seems vague or not sufficiently explained.
  - (b) asking the respondent to elaborate on items about which not enough information is given at the first response;
  - (c) asking the respondent to clarify any items about which one is not sure what is meant.

## SESSION 1: CENSUS MAPS AND VISITATION RECORD CENSUS MAP

## OUTLINE

## KEY POINTS AND AIDS

## 1. OBJECTIVE

To give the Enumerator maximum knowledge and skill in the use and interpretation of maps for Census enumeration.

## WHAT ARE MAPS AND WHY ARE THEY NEEDED?

Maps are graphical representation of physical areas including their location, boundaries and travel routes. They also show distances, direction, size and shape of landforms.

The elements of a map consist of its horizontal scale (relationship between distances on the map and actual distances on the earth surface) and its symbols (natural and man-made features) such as Rivers, Roads, Houses, Public Buildings.

MAPS ARE USED FOR:

- (a) Locating the Enumeration District,
- (b) Identifying the Enumeration District boundaries
- (c) Assisting the enumerator to orient himself with respect to his E.D. Usually, a landmark or well-known street is selected to begin orientation. Map should be held so that the features of the map match the ground features. Most important, the enumerator should establish the cardinal points, North or South directions, to get a fixed bearing.
- (d) Route of travel to be followed using the directional arrows.
- (e) Identification of housing units with reference to electric pole identification or other unique markers.

1. Show and explain a specimen of an E.D. map.
2. Illustrate how an E.D. boundary is located.
3. Establish cardinal points in relation to adjoining E.Ds i.e. North, East, South, West.
4. Show E.D. with buildings, dwelling units.
5. Emphasize legends on maps for landmarks e.g. Church, School, River, etc

## OUTLINE

### IMPORTANCE OF YOUR E.D. MAPS

1. You will need to use your maps together with Visitation Record (VR), your Pre-Census Visitation Record (PVR) and Aerial Photo. First to locate the households you must list and make entries in your VISITATION RECORD, and for any return visits you need to make,
2. The maps will help you to completely cover all areas/EDs and households in your assignment and not leave out any areas,
3. Always follow the routes indicated on the maps to ensure that you locate and completely cover your assigned areas.
4. Look out for map symbols and significant landmarks indicated on your maps. These will assist you in establishing your whereabouts and estimating the distance already covered.

### **DISCUSSION, SUMMARY, QUESTION, THINGS TO DO**

1. Give trainees an opportunity to seek clarification on issues raised in this session,
2. Use an E.D. map of the district in which the training centre is located. Go over with trainees how best to orient themselves with respect to the E.D. map. Stress locating NORTH as a point of reference and also the location of the training center.
3. Stress the importance of numbering every building on the map. This is absolutely essential in ensuring that data for small user defined areas can be obtained from the census data.
4. Stress the importance of linking the Visitation Record (VR) with the Pre-Census Visitation Record (PVR) using the name of the head of household, the address of the household and the number on the Aerial photo where possible.
5. Numbering of buildings will also assist the Ministry of Planning in the development of a national addressing system.

## KEY POINTS AND AIDS

Point out to enumerators the importance of their E.D maps.

Illustrate/show symbols landmarks, etc.

Obtain E.D. map to training centre and use this map to illustrate how to interpret map, orientation legends, and boundaries, for enumeration purposes. Stress the importance of enumerating all households, dwelling e.g. buildings, institutions found within the boundaries for complete coverage.

Involve trainees in discussion by use of artful and carefully thought out questions. Make use of teaching aids to test understanding e.g. E.D. maps, meaning of legend etc.

The Aerial Satellite photograph of the area where the training center will be located will be supplied to you as a means of demonstrating to the trainees the effective use of these very clear maps.

## SESSION 2 : VISITATION RECORD

## OUTLINE

## Introduction to training session

Say - In this session we will be discussing the importance of the Visitation Record and how to complete it.

1. WHAT IS A VISITATION RECORD

The Visitation Record is a very important document in which you are required to record some basic information about the physical building in which you have located the households.

## 2. HOW IMPORTANT IS THE VISITATION RECORD (VR)?

- a. Because we rely on what and how you record information in the VR, to provide information on the characteristics of the population, it is very important that the details should be **CORRECTLY** recorded.
- b. The VR is the **FIRST SOURCE** of establishing a Population Count for an area and is therefore **VERY IMPORTANT**.
- c. The VR is linked to your E.D. map and helps the Office to follow your daily progress of enumeration.
- d. The VR is used to carry out field checks of your work so numbering of buildings is crucial to location of specific households which you would have interviewed on the map which you would also have numbered.
- e. The VR must be linked as accurately as possible to the PVR to ensure linking of buildings visited to geo-coded buildings on the Aerial photo. Establishing the link between the VR and the PVR ensures that every building listed on the VR will be geo-referenced.

## KEY POINTS AND AIDS

3. Show specimen of Visitation Record.
4. Briefly run through what is to be recorded in its entirety.
5. Use specimen example or completed Visitation Record as an example.
6. Use the teaching aid of the Enumeration District Map and show relationship to the completed Visitation Record, which is to be used as an example.
7. Show Cover Page and items indicated. Show example of a correctly filled out Cover Page.
8. Use your **ENUMERATOR'S MANUAL**. Refer constantly to the relevant pages and instructions for completing the **VISITATION RECORD**. Pages 34 – 37.
  - I. Pause to give definitions of buildings, dwelling units, households and business places.
    - b. Use visual aids, which are provided; and show the illustration of each concept as you proceed.

## OUTLINE

### 9. HOW TO FILL OUT THE VISITATION RECORD?

- a. Look first at the Cover Page. The top left of the VR, bears the Identification Codes of the District and Enumeration District Number to which you are assigned. Your name, phone number, address, signature and the name and signature of your supervisor are also included.
- b. At bottom left, there are four important concepts you must learn at once. These are:

#### I. Building

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

#### II. Dwelling Unit

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

## KEY POINTS AND AIDS

Show illustration of a dwelling unit,

Stress separateness and independence.

Separateness - isolated from other dwellings by wall or other partition.

Independent - has own access from street; entrance is not through someone else's living quarters; separate passageway or entrance.

## OUTLINE

### (c) A Household

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

### (d) A Business Unit

A business unit consists of a building or part of a building used for producing goods and services to be sold either for profit or voluntary/non-profit making. e.g. Repair shop, Bakery, Shop, Red Cross or Lions Building.

## KEY POINTS AND AIDS

- (i) Show illustration of composition of household.
  - (ii) Stress most nights, of the week i.e. four (4) or more nights.
  - (iii) Stress sharing a common meal or living expenses. Refer to Enumerator's Manual
- 
- (a) Show illustration of a building and give examples of variety of uses for business purposes.
  - (b) Refer to Enumerator's Manual. Stress the need to complete information on use; number of employees etc.

## OUTLINE

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

Group A - includes institutions such as hotels and large boarding houses which cater for six (6) or more paying guests, hostels, military barracks etc, the inhabitants of which, like the general non-institutional population, may engage in normal economic activity. Also included under Group A type institutions are youth camps and juvenile correctional Institutions,

Group B - includes orphanages, hospitals and nursing homes, prisons, leprosaria, geriatric homes and such institutions where inmates, during the period that they are in the institutions, will in general not take part in any normal activity.

## OUTLINE

(e) A holder

A holder is a person who operates an agricultural holding and takes major decisions regarding the utilization of the resources. He may operate the holding directly as an owner or as a tenant or through a manager.

During this part of the training session it is the duty of trainers to use both the visual aids, specimen or completed Visitation Record, constantly refer to the relevant pages of the ENUMERATOR'S MANUAL. This will ensure an accurate census.

In respect of each of the above (a) to (e), e.g. building, dwelling unit, business unit, institution, a holder - the trainer must stress that trainees enter the relevant data into the respective columns of the Visitation Record.

For example:

- (a) Building - enter the building number
- (b) Dwelling unit - enter dwelling unit number
- (b) Household - enter household number, surname followed by firstname of the head of household; the full address at which the household has been located; the number of persons (male and female separately) found in the household.
- (c) PVR Building Number to be transferred from the PVR.

Be sure to emphasize that trainees must record separately all cases of more than one household which occupy the same dwelling unit. This needs to be handled according to the specifications outlined in Section 7.9 of the Enumerator's Manual Go through this Section with the Trainers.

Remind trainees to always check for this. Always ask, apart from your household, are there any other persons who live with you but have their own arrangements for preparing meals e.g. married children, etc. The numbering of buildings, dwellings and households is very important. Variations in sequence can result from meeting vacant dwellings etc and these must be pointed out. Return visits especially after going through the E.D. can result in the numbering sequence being out of order particularly if vacant dwellings have since been occupied or new buildings put up are completed and inhabited.

## KEY POINTS AND AIDS

- (a) Look for evidence of hydroponic/undercover production or presence of livestock at time of interview.
  - (b) Stress the requirement to enter size of holding for each holding for each holder and a gross figure for the household.
  - (c) Finally, a holder can be any one who owns or operates a plot of land, large or small for agricultural purposes, regardless of whether he or she has title to the land i.e. 'squatting', whether the land is currently cultivated or not; is rented land.
2. These sets of information are important to build a register of holders of land for the Agricultural census. Trainees must study the Manual.

Illustrate on blown up reproduction of the VR.

## OUTLINE

The treatment of a building with more than one dwelling unit or a dwelling unit with more than one household is very important. These need to be explained properly. Next, trainees/enumerators are to enter the Business Unit Number.

Type of business activity and number of paid employees should be legibly completed in detail e.g. Tyre repair factory, etc.

The last three columns concern Agricultural Holdings (15) – (17).

**Enter:**            Size of Holding (acreage)  
                      Main livestock inclusive of type and number.

See codes for Type of main livestock at bottom of VR

**KEY POINTS AND AIDS**

Cite examples of different  
Agricultural Holdings.

## OUTLINE

Trainers ought to make it a habit to stress that enumerators must adopt a good practice of always quickly glancing through what they have recorded before leaving the enumerated household. Checks for omission and inconsistencies in replies may show up. Enumerators should make sure of the following:

- (i) Names and addresses should be clearly written.
- (ii) ED Number and Household Number transferred to the top of each and every Person questionnaire.
- (iii) Pay careful attention in recording the number of people in the household. Ask whether there are babies, elderly persons, temporary visitors who may tend to be overlooked. This is critical, one obvious method to assess the accuracy of the census is the number of children it records between the ages of 5 to 10 versus the number of children of that age attending school. The latter is information published by the Ministry of Education every year. Census cross-checks are important and where the census data matches administrative records it causes increased confidence in its accuracy.
- (iv) Try to match in every case the VR with the PVR by transferring the number in the PVR to the VR.
- (v) Double check the numbers assigned to business places
- (vi) Make sure that you always ask all respondents, even in urban areas, the questions relating to Agricultural Holdings, which are crucial for the success of the next census of Agriculture.

## GENERAL

- (i) Allow the Enumerators to ask a few questions to clarify any difficulties which they might meet during the break period.
- (ii) Summarize what you have discussed in the session. Refer trainees to the Enumerator's Manual
- (iii) Stress that an incomplete questionnaire i.e. data omitted or poorly recorded causes delay in completing the enumeration process as re-visits have to be made to obtain the missing data. Problems are created at the editing and processing stage of the census
- (iv) Conduct mock interviews. Test Enumerators verbally and look for comments from Enumerators on interviews. This must be done selecting a person at random after the interview.
- (v) Give a final review of highlights of the session
- (vi) Stress repeatedly the need to consult Enumerator's Manual

## KEY POINTS AND AIDS

Stress that an incomplete questionnaire i.e. data omitted or poorly recorded causes delay in completing the enumeration process as re-visits have to be done to obtain the missing data. Problems are created at the editing and processing stage of the census.

1. Use Enumerator's Manual
2. Use blank Visitation Records for completion of responses to mock interview.

## SESSION 3: THE CENSUS QUESTIONNAIRE - PAGES 1 - 2

## OUTLINE

## Identifying information and Section 1

We have now come to the census questionnaire. In training it must be stressed that useful and accurate information will only result if particular attention is paid to accuracy and completeness in filling in the information. It is also important to review the instructions on the front face of the questionnaire.

1. Use 2B pencil only, these will be supplied in your census bag.
2. X the appropriate box.
3. Erase cleanly any changes you make.
4. Make no stray marks on this form. When completing print box entries, please write ONLY AND COMPLETELY inside the boxes provided. (see Section 6.3, Enumerator's Manual)

## Page 1

Fill in all items as follows (See PART VIII – 1 – 5):

- (a) The identifying number is important for identifying the questionnaire. Write in the E.D. No., Dwelling Unit Number, Household number and building number in that sequence. You can find these in the Visitation Record.
- (b) Address of household (Community, District), should be written clearly and completely.
- (d) Record date of first interview and time started and ended. If the interview was not completed then a result code other than 1 is expected..

## Page 2

Emphasize the need for enumerator to write in his/her name and date.

Use these pages to record the names of members, listing of all persons in household. Review the definition of a household. Need to probe for infants, elderly persons, persons temporarily away, visitors, also sleep-in maids etc,

- (a) Remember that person who are temporarily away on vacation or in an institution must be listed as members of the household as long as at census day (May 10<sup>th</sup> 2010) they would have been away for less 'than six months'.
- (b) List members of the household starting with the head, unmarried children, married children etc.
- (c) Comments

## KEY POINTS AND AIDS

1. Refer trainees to Enumerator's Manual constantly,
  2. The cover page should be the subject of practice exercises emphasizing the correct way of completing items.
  3. Refer to specimen of completed cover page
1. Definitions in the Enumerator's Manual can also be reviewed here (Question 1.(a) – Page 52)
  2. Constantly refer to the Enumerator's Manual.
  3. Let the trainees read out the instructions of this Manual so that they become familiar with its contents and know exactly where to get help when they need it.

Spend some time explaining the structure of the questionnaire, Pages 1 to 2, the various sections and what is to be done in situations where there are more than 3 persons in a household.

## OUTLINE

Review and reinforcement

Questions

- (a) Give a brief overview of what is required for the completion of pages 1 to 2. Stress again the importance of this information for identifying the particular household.
- (b) Give a class assignment or ask questions to test knowledge of those households which have more than 20 persons. Also record any information in the questionnaire

## KEY POINTS AND AIDS

Carry out mock interviews and give class practice in completing pages 1 to 2. Move around class, examine entries and give encouragement and praise to reinforce.

## SESSION 3 CONT'D. NATIONAL ARCHIVES AND SECTION 1 – EXTERNAL MIGRATION

## OUTLINE

## KEY POINTS AND AIDS

National Archives

This question will be used to determine which census record is transferred to the National Archives Authority for (75) years of storage to be revealed to the public after that period. Census records are an important part of our history and with proper storage overtime will be used by members of future generations in building a family tree. Each person in the household over 15 must agree to allow their record to be stored otherwise the image of the questionnaire must be destroyed by the Census Office.

Please emphasize that the key words are PERMANENT MIGRATION

Emphasize the skip instructions at Q.2. and point out that if the response to the question is 2, i.e. no one went to live abroad this Section should be skipped and the interview continued in Section 2 of the questionnaire

Introduction to Section 1

This section deals with emigration i.e. the movement of persons from the household to live in another country over the last ten years. It will be necessary to emphasize that it relates to PERMANENT MIGRATION. SO a student gone abroad to study for a specific period or a person seeking medical attention or on vacation for an extended period is not considered a migrant. The loss of population, particularly of skilled persons, can impact significantly on the development of a country. This impact can be negative to small island states like ours.

Q. 4 “year moved” WILL GIVE an indication of trends while Q.5 and Q.8 give a notion of the quality of persons that left to live abroad.

The country of migration Q.9 is also of significance since it allows us to see if there have been changes in the destinations over time.

## SESSION 4: SECTION 2 - HOUSING

## OUTLINE

Introduction to Section 2

Give trainees a brief justification for this section in the census which will hopefully motivate them to maintain interest in obtaining accurate information. The objectives of Section 2 can be summarized as follows:

- 1 Provide benchmark or stock data on the number of buildings in the country used wholly or partly as residences.
- 2 Supply planners with an inventory of the "housing stock" in terms of type, age and quality (i.e. the durability of the building).
- 3 Provide planners with details of the number of individual dwelling units. These are the conventional separate houses, flats, and town houses in the country. Supplementing this information on "dwelling units" will be additional data on whether these "dwelling units" are occupied by single families or more than one. Such information is of great importance in estimating the potential demand for more "dwelling units" to relieve possible overcrowding all things being equal.
- 4 Questions on household possessions at Q29 is used in generating a "basic needs" index which is used to rank the household and by extension the community to facilitate the mapping and therefore the targeting of poor communities in St Lucia.

## KEY POINTS AND AIDS

Trainer:

1. READ ENUMERATOR'S MANUAL (Section 2 – Housing)
2. Refer trainees to concepts in the manual and let them read aloud after you have discussed.

## OUTLINE

- 1 To obtain in relation to (3) details on basic household facilities such as water, electricity, toilets etc. to determine needs where these are obviously inadequate.
- 2 To derive data that will be useful to determine the ability of households to finance their additional accommodation needs.
- 3 To see to what extent householders protect themselves against hurricanes in particular, but also against earthquakes, fires and theft.

### Characteristic of Occupied Buildings (25 mins)

- a. Revise with the trainees the basic concepts of a Dwelling unit; a Household.
- b. Next, proceed to review the concept of a "dwelling unit". Demonstrate the link between "household" and "dwelling units". That link was forged at the stage of completing the Visitation Record when the Enumerator enquired, "can you tell me who lives here, please?". From a common sense point of view, the Enumerator would have already used his judgment to determine from the reply that the building or dwelling unit was occupied by one or more households and could use that information to pin down the composition of persons who form a household, that is, "share a common meal and spend most nights of the week there". Supplied with this information, a good enumerator would try to determine whether the household occupies the entire building or part. Probing tactfully he would have already completed at the Visitation Record stage an entry for the associated household with the entire building or and independent part in which a person or group of persons are living at the time of the census enumeration.

## KEY POINTS AND AIDS

### Trainer:

You will need twenty-five (25)/ thirty (30) minutes to go over the key concepts of building, dwelling, household, bedroom

- 1 Refer to Enumerator's Manual.
- 2 Show Visual Aids.

Household: Share a common meal sleeps most nights of the week.

- 3 Dwelling Unit: Living quarters for households. Separate and independent part of a building with direct access to street occupied by one or more households.
- 4 Briefly touch and refer to the definition of Bedroom, Room as they appear in the enumerator's manual.

-Bedroom - room that is large enough to hold a bed, used exclusively for sleeping, and characterized by permanent walls. At least four square meters in area.

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

## OUTLINE

### Question 11 - Type of Dwelling

- 1 A number of dwelling types are described. The visual aid is quite useful to avoid confusion and supplement the definitions in the Enumerator's Manual. The trainee must be advised to exercise his observations in the field. It is still necessary, under certain conditions, to confirm with the respondent.
- 2 Double house/duplex refers to a dwelling, joined to only one other dwelling, separated from it by a wall extending from ground to roof, i.e., one of two dwellings attached side by side or below and separated by open space from all other structures,
- 3 Flat/apartment/condominium are distinguished from town houses on the basis of tenancy. Flats tend to be usually rented units.

### Insurance Coverage

Point out that Q12 gives an indication of the extent to which householders protect their property against the ravages of nature – hurricanes, earthquakes, flood – particularly as the country is in a hurricane belt.

### Characteristics of Dwelling Units

Question 13 - Tenancy of dwelling.

1. Refer to the Enumerator's Manual. Trainees must become familiar with the concepts. Use the techniques of letting them read aloud from the manual during training. At least they will become aware where to find the definitions when in doubt.

### Questions 13 – 14 - Rented and Leased Dwelling

Note that a distinction is made in Q13 between ownership with and ownership of the dwelling unit without mortgage. This information is of importance to planners. It provides information that allow planners to measure the extent to which shelter is within the reach of citizens.

2. Point out the need for enumerators to discreetly enquire of respondent whether 'squatting' applies to the 'dwelling unit' or the land on which the dwelling stands.

## KEY POINTS AND AIDS

### Trainer:

1. Use Visual Aid to demonstrate different dwelling types.
2. Enquire from trainees how they would classify house/dwelling unit in which they are living,

### Trainer:

Do not overlook the value of concepts. Stress, emphasize concepts of tenancy, dwelling units, etc, in this section.

### Trainer:

Emphasize that very often householders cannot afford to rebuild after a hurricane, hence the reason to get an idea of insurance coverage.

### Trainer:

Remind trainees to address questions of Section 2 to the Head of the Household as much as possible.

Refer to the enumerator's manual for the various definitions that relate to this question.

## OUTLINE

### Question 15 - 19

The trainees should be referred to the Enumerator's Manual (Pages 59 – 62).

Let the trainees read out the definitions themselves, spreading your questions about the group. Amplify by requesting that the trainee describe his own dwelling unit. Seek from a member of the class information on how they would categorize the response. Demonstrate the shading of the entry.

Some trainees will find difficulties with the category "bricks". Bricks may be of clay or concrete, plastered or unplastered building blocks. This contrasts with a purely concrete house where the walls are cast from a mixture of gravel, sand and cement or is pre cast.

### **Question 21 - Year when dwelling was built**

1. Refer trainees to the Enumerator's Manual for definitions and procedures of enumerating. Always strive for an estimate.
2. Advise trainees that data on year when building was built and material of outer-walls are useful in planning for replacement of housing stock.

## KEY POINTS AND AIDS

Trainer:

Refer to Enumerator's Manual for definitions especially of Question 15.

Trainer:

- 1 Recall that for incomplete buildings the Year of occupancy is recorded.
- 2 For completely reconditioned houses use the year when extensive rebuilding was done.

## OUTLINE

### Questions 18 and 19 - Water Supply and Drinking Water Source:

Trainees should be directed during the training sessions to refer to the Enumerator's Manual for definitions. Brief examples should be drawn from the trainee's own experiences,

### Question 21 and 22 – Type of lighting and fuel used

Answers to both of these together with available amenities give an idea of the quality of life of householders.

### Question 23 - Number of Rooms

Refer trainees to the Enumerator's Manual. Stress that bathrooms, porches, store rooms, garages and laundry rooms must be excluded.

### Question 24 - Number of Bedrooms

Record the bedrooms actually available for use by the responding head. Used along with information on "household size" it will be possible to obtain the ratio of persons per bedroom as an indication of "overcrowding". From such information, planners can make estimates of "housing requirements".

### Question 25 – Disposal of Waste

St. Lucia like the rest of the world is becoming environmentally conscious. This question provides some information which environmentalist will find useful.

## KEY POINTS AND AIDS

Trainer:

Note that Water supply piped to the dwelling is the key concept in determining the appropriate category for a response in Q. 18.

Trainer:

- 1 Stress the need to answer Q21 and Q22.
- 2 Re-emphasize the value of reading the enumerator's manual.

Trainer:

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

Trainer:

Note: Bedroom: a room large enough to hold a bed (four square meters at the very least). Walls must be permanent and the room used exclusively for sleeping.

Emphasize that the method of waste disposal impacts on the environment, hence the reason for this question.

## OUTLINE

## Household Facilities

This question seeks to ascertain whether the household owns, for its enjoyment, facilities such as internet connection, microwave ovens, television, land-line telephone, computers and vehicles.

Stress that such data are important in measuring the standard of living of households in different geographic areas, of different household sizes and income levels. The enumerator must therefore seek a response for each type of facility cited.

## KEY POINTS AND AIDS

Read Sections of the Enumerator's training manual.

Emphasize that we live in a technological age and the computer is becoming an essential part of life. Modes of communication is also a good indicator of the level of development hence the questions on "Internet Connection", "Land – Line Telephone" and "Motor Vehicles".

KEY POINTS AND AIDS

Emphasize to trainees that a crime is whatever the respondent perceives it to be.

## SESSION 5: SECTION 3 – PERSONAL CHARACTERISTICS OF ALL HOUSEHOLD MEMBERS

## OUTLINE

## KEY POINTS AND AIDS

## Objective of the session

1. To ensure trainees account for all members of the household who are sometimes overlooked e.g. newly born, elderly, temporary residents, temporarily absent at time of enumeration.
2. Collection of accurate relationship, to head, age and sex data which are needed to keep track of members of the household.
3. Ensure that enumerators do not practice any sex bias in assuming only a male can be the head of a household. That is, the HEAD can be a male or female, any one regarded or chosen by members to be the HEAD will do, regardless of sex. Also, it may transpire that the major economic provider for the household is the HEAD regardless of sex or age. Enumerators must probe to determine who is regarded as the HEAD.

1. Trainees should have already prepared themselves by studying the Census concepts.
2. Refer constantly to Enumerator's Manual.
3. Go through the definitions and each of the concepts of household membership e.g. age, ethnic origin, etc.
4. Refer to 'blow up' of completed Section 3 of the Census Questionnaire.
5. Stress X the appropriate box and need for legible entries to facilitate coding.
6. Demonstrate order of completing questionnaire, *Q*, 34 - 39

## Introduction

Give a brief introduction to Section 3 by pointing out topics to be covered and their importance.

1. Tell the trainees that Section 3 of the census questionnaire concerns the characteristics of the population including: Name of household members, their relationship to the head of the household, sex, age, ethnic origin and religion.
2. Indicate the importance of this information for giving a profile of the population e.g. age structure: youthful population, elderly. Such information will be useful for planning school needs, care of elderly, and for analysing sex composition of the population i.e. more female than male, ethnic composition etc..

## OUTLINE

Questions 34 and 35: Person Name, Person Number, Relationship to head.

Record the relation of the individual to the head of the household.

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

Read Section 3 of the Enumerator's Manual.

## KEY POINTS AND AIDS

Remember: Household membership

Stress the following:

(i.) Probe for more than one (1) household living in a dwelling unit wherever there is more than one person living in a household. Of course, if the respondent replies only himself and his wife, there is no need to probe. The nature of the probe is to ascertain separate housekeeping arrangements e.g. separate preparation of meals; independent household budgets.

ALSO RECALL that households can be headed by any person male or female. To avoid assumptions, ask the question.

(ii.) Sleeps most nights, shares at least one meal.

(iii) Show chart with definition of household, and illustration.

(iv) Demonstrate to the enumerator how to complete Questions 34 and 35 with a blank questionnaire. Mock interview method to be used.

## OUTLINE

### Questions 36 and 37: Sex and Date of Birth

You must record the sex and date of birth of the individual. Do not assume the sex of a person according to the name, since there are some names, which are used by both sexes, e.g. Allison, Carol, Patsy, and Tony. Therefore, confirm the sex before entry e.g. is Carol a male?

Point out that Date of Birth and not 'Age' is required in Question 37. Only in cases where the date of birth cannot be given is the Enumerator to attempt obtaining the age of the person in completed years as at May 10<sup>th</sup>, 2010.

### Questions by trainees.

### Questions 38 and 39: Ethnic Group, Religion

You must record the ethnic group in Question 39 to which the person says he/she belongs. Children whose parents are of different ethnic groups should be enumerated as of 'mixed' descent.

Where the person who is to be enumerated is absent ask the questions of ethnic group and religion as they appear in the questionnaire. Do not improvise.

In Question 39 - All religions not listed must be specified. This information is important since religious groups usually rely on the Census to measure church membership.

## KEY POINTS AND AIDS

1. Show chart of completed questionnaire.
2. Demonstrate completion of Question 36 and 37 in a mock interview.
3. Permit time here for questions to clarify any points missed.
4. Give examples of ethnic descent 'mixed' persons e.g. Indian and African descent, White and African Descent etc.
5. Enumerator must never assume ethnic group. He/she is to probe for the ethnic group to which the person says he/she belongs.

Demonstrate the completion of Questions 38 and 39.

## OUTLINE

## KEY POINTS AND AIDS

### Questions

#### **Review of material taught to reinforce concepts and proper methods of questioning, X ing the boxes, writing legibly.**

We will now review all that we have covered in section 4, paying special attention to the many concepts introduced. Begin with:

- (a) "Can you define the following"
  - (i) A household
  - (ii) Head of household
  - (iii) Household membership
  - (i) Ethnic group
  - (ii) Religion
- (a) "How must you shade the box? Show the class."
- (b) "Go to the blackboard and show how you must write an entry."

1. Refer trainees to Enumerator's Manual, Section on completing the questionnaire and let them read over concepts.
2. Look at the example on the board on how to enter your responses.

## SESSION 6: SECTION 4 - BIRTHPLACE AND RESIDENCE - FOR ALL PERSONS

### OUTLINE

### KEY POINTS AND AIDS

#### Introduction

It is a useful practice in teaching and training to establish continuity by linking new material to old. This is done by means of a brief review of work done earlier. See “Key Points”.

In this session, we will be dealing with Birthplace and Residence, Section 4 of the Census Questionnaire, which contains fourteen (14) questions.

#### Background information to assist trainers and trainees

Migration describes the movement of persons from one place to another during a specified period. Migrants are, therefore, persons who have changed their residence at sometime during their lifetime. In most cases, the place of birth differs from the place where they are residing at the time of enumeration.

Some important features about migration to note is that persons may change from one residence to another, either in this country or overseas several times in a lifetime and return to their last known residence.

Stress to trainees the importance of accurate migration data. Information on changes in the geographical redistribution of the population as a result of people changing residence is vital for policy formulation and planning in the future. Census information on the age, level of education, economic status of persons who move is useful for assessing the impact of such persons on the communities to which they have recently moved. On the other hand, their movement from their place of previous residence or place of birth may have drained such regions of the more highly skilled and talented members

Other problems associated with migration include: strain on public utilities, traffic congestion overcrowding and population imbalance among others.

1. Briefly review main points of session 4: section 2.
2. Go over the key concepts introduced i.e.  
Migration  
Migrant  
Lifetime movement  
Return migration  
(briefly)

## OUTLINE

### AIMS OF TRAINING SESSION (OBJECTIVES)

#### HOW TO TRAIN TRAINEES TO COMPLETE SECTION 4 — MIGRATION

1. In your training sessions, it may be useful to quickly go through an entire section, where appropriate, using the completed blown-up questionnaire before dealing with the parts. Try this approach throughout. It is based on the observation that people usually grasp and perceive images as a whole before paying attention to the parts.
2. Give a quick demonstration interview and refer to your chart.
3. Stress the usefulness of the [skip] (Go to) instructions, which act as guides to steer the enumerator from asking unnecessary questions or making mistakes.

#### COMPLETING MIGRATION QUESTIONS

1. Begin by telling trainees that not everyone they will meet in households will turn out to be locally born.

Question 40. Where Usually Live, the first question in this section, requires that each person state his/her 'Place of Usual Residence'.

Question 41. Duration of Residence Persons are asked to give the usual address/place of residence at time of birth. The complete address is required. Stress usual address for local born.

2. Question 43 Persons born locally may have lived abroad for some time. Foreign born persons currently live in a district in St. Lucia and this question documents it. This question must therefore be asked of all persons. Emphasize that "live" means for six months or more because these questions refer to residents of the country.

## KEY POINTS AND AIDS

1. Ensure that trainees grasp the importance of accurate migration data for planning, location of schools, transportation policy, and utilities programs.

Ensure that the trainees understand the logic behind the 'skip' instructions.

2. To complete the questionnaire, discuss the concepts of:  
Local born;  
Foreign born  
and the need for the enumerator to probe discreetly in a way not to antagonize the respondent.

3. Explain why 'usual address of mother' at time of birth was taken instead of 'Place of Birth'. For example a birth at a General Hospital is obviously not the place of residence of the mother. Stress 'Mother's usual residence' in training session as it relates to local born persons. In the case of children born overseas the place of usual residence is the country where the person was born.

## OUTLINE

1. If your respondent however, gave foreign/abroad as 'Place of Birth' (Q.41), he/she continues and goes to Question 42 and must write the name of the country in the space provided and X the box for the country in question.
2. Question 42 is therefore for foreign born persons only.
3. Question 43 and 44 is for both local and foreign-born persons, while Questions 45 to 48 are for local born only.
4. Question 49 to Q53 seeks information from all usual residents about length of stay at current address where Q49 - Q50 addresses district where you live in the past five years for household members over the age of five years and Q51 - Q52 addresses district where lived for the past 10 years for persons over 10 years of age.
5. Question 53 addresses the issue of citizenship, one or a maximum of two countries where the resident is a citizen can be listed.

Note that movement within the same community within the same district is not counted; if this happens the box "never moved" at Q43 must be X'ed. As long as a movement to another community within another district took place, the enumerator must write the town, community or district name in the spaces provided.

## KEY POINTS AND AIDS

### Note

One of the items measured is the extent to which we have returning migrants. Examples abound and should be utilized to reinforce lectures.

1. Show trainees an example of correctly completed address.
2. Circulate examples of town/community/village codes so that trainees will be aware of what is needed for office computer aided coding.

## OUTLINE

### Reinforcement of Concepts of Training Session

Summarize what was taught:

- (i) Need to follow the instructions of the Enumerator's Manual and become familiar with concepts of Migration and importance of migration data for planning purposes.
- (ii) Follow (skip) and [go to] instructions.
- (iii) Enter legibly name of Country of last residence, and if address given is in this country, obtain detailed address to facilitate computer aided coding.
- (iv) Use mock interviews to reinforce concept.

## KEY POINTS AND AIDS

### NOTE CAREFULLY:

Some respondents may have been working abroad, studying, or living with relatives for some period of time six months or more from the time of census enumeration. For such persons, their last address would be a foreign country. Similarly, others may have been living abroad for a much longer period. Always give trainees some examples to clarify these ideas.

Still others (foreign) may have come directly to this country from their place of birth or may have lived elsewhere other than place of birth before coming here.

- (a) Review relevant section of Enumerator's Manual with trainees.
- (b) Conduct mock interviews in session.
- (c) Stimulate classroom discussion. Remember to direct questions at all trainees and do not concentrate either on front or back rows.
- (d) Always try and use concrete examples to which trainees can relate. Additionally, get trainees to give examples based on their own experience.

## SESSION 7: SECTION 5 - DISABILITY

### OUTLINE

#### Introduction

This section - Disability - is not new to census taking in the region but has been improved since it is an area of grave concern to all countries. The problems of collecting accurate information here have been recognized. Nonetheless it is an attempt to obtain benchmark data for future work.

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

#### Question 54

This question seeks to establish whether the person has any permanent difficulty performing certain specific normal functions even with aids such as glasses, hearing aid etc. "Disability" is an umbrella term that generally refers to the negative aspects of functioning, such as impairments, activity limitations or participation restrictions.

Questions 55 seek to find out the origin of the disability. Whether it was due to illness, accident or was experienced from Birth.

It will be useful to give examples of various types of disabilities encountered, in particular, those that are not highly visible. For example, speech impairment as opposed to the loss of an arm.

#### Question 56

As a result of a disability, very often persons have to use one or more aids to live a normal life. This question allows for more than one aid to be picked up.

### KEY POINTS AND AIDS

Emphasize that a person can have more than one type of disability.

Emphasize also that the focus of the questions on disability is to examine the way in which the disability prevents the person from performing normal functions even with aids such as glasses in the case of sight or a hearing aid.

Note that having a disability does not necessarily mean that the activities of an individual are affected.

## SESSION 8 : SECTION 6 - HEALTH

### OUTLINE

### KEY POINTS AND AIDS

In this section information on morbidity is picked up. However, additional information relating to the availability of health insurance to household members is also picked up.

#### Question 57

In this question, a number of chronic illnesses are listed. Where the person is suffering from a chronic illness that does not appear on the list, record as 'Other' and specify.

#### Questions 58

The information required here is insurance coverage and the various types of insurances available which cover the health of the individual. As with chronic illnesses the individual can be covered by more than one type of health insurance plan.

Review Sections 4 and 5.

A Chronic illness is one that will eventually led to death this must be understood by the Enumerator.

Emphasize that more than one illness can be accommodated in Q.57

Note: It is extremely important to emphasize to enumerators that Q.57 must be read by the enumerator as it is worded and the list must be read to the respondent in the order it appears on the questionnaire.

Note that the respondent may not be aware if all members are covered by insurance and the type. It is therefore important to stress to trainees that it may be necessary to go back to the household to collect some of this information.

## SESSION 9: SECTION 7 - EDUCATION FOR ALL PERSONS

### OUTLINE

### KEY POINTS AND AIDS

#### **Review of past work**

The trainer should quickly review progress to date on sections 4 to 6 in order to establish continuity with section 7.

#### Introduction

We are now in section 7 of the questionnaire, which is concerned with Education and Internet Access. All persons must answer this section. Babies and infants who are under three years of age are not likely to be attending school. However, there will be some infants under the age of five years who are attending Nursery schools or participating in pre-school education. Probe for this from infants between the age three and five years. The skip instructions will tell you what to do in all cases of possible doubt. Remember day care centres are not pre-schools.

There are five questions on education, which are intended to collect information on school attendance, type of school, address of school, highest level of education and highest examination ever passed.

The information received will be most valuable for measuring the level of educational achievement of our population at different age levels, this will be compared with previous censuses, e.g. 1980, 1991, 2001. The information will measure progress or lack of it in the general level of education for educational planning and community action groups who can use the data to justify the need for more educational facilities in their town/district/community.

1. Review of Sections 4 to 6. Highlight positive points to remember for a good interview
2. Probe pre-school attendance for infants 3—5 years of age.
3. Stress briefly the importance of accurate information in this section for educational planning, and community action groups to use Census data to request better educational facilities in their community.
4. Stress the usefulness of address of school data for planning school facilities in communities.

## OUTLINE

Questions in section 7

### How to fill in the information sought

#### Current School attendance

The Question on current School Attendance tries to determine the size of the population currently attending school. For person currently attending school Q60 and Q61 is asked. All persons not attending school skip to Q62 and respond to the question on highest level of education completed.

Trainers should stress the need to follow the skip instructions.

#### TYPE OF SCHOOL NOW BEING ATTENDED AND ADDRESS OF SCHOOL

Question 60 requires each individual to state the type of school, which he/she now attends. All types of schools are catered for starting with day care/nursery and include trade schools, home schooling etc. Advise trainees to study instructions of Enumerator's Manual and to follow the questionnaire. Under OTHER, enumerators should specify the type of school.

## KEY POINTS AND AIDS

### Trainer:

1. People tend to confuse education and training as indeed, the distinction is at times quite unclear. The distinction therefore must be stressed. Go over with trainees this section of the Enumerator's Manual. Emphasis in training is to prepare trainees for a specific type of job/skill/occupation while education goes beyond the specifics of the "job market" to draw out the full potential of the whole person in a general sense. The aim of general education is to produce a contributing member of society, who derives self-fulfillment from his education, observes the value of the society, and is a good citizen. In short, education, in the broadest sense of the term, is one of the major means in which a Society transmits its norms and value systems to the young.
2. Trainers should stress that Section 7: EDUCATION applies to ALL PERSONS, young and "so called old" since continuing education for all age groups is part of government educational policy. That is, some persons in their thirties and forties may be attending classes at Trade Schools, Youth Training Camps and employment Programmes.

## OUTLINE

### Address of School

Question 61 calls for the address of the school to be recorded at the Community/Town/Village/District level. Detailed address is needed to assist coders.

Question 62 seeks information on

### NON-VOCATIONAL EDUCATIONAL ATTAINMENT - ALL PERSONS

Stress to trainees that NON-VOCATIONAL EDUCATIONAL ATTAINMENT excludes training received at school such as Trade Schools, Youth Camps. However, education received by means of correspondence courses to prepare persons for secondary or university is accepted. Quite a few persons use this method to pursue GCE 'O' or 'A' level qualifications.

Question 62 is directed at all persons to find out the highest level of non-vocational educational attainment achieved or completed. It is from this information that one is able to assess the literacy level of the population as a whole in the absence of a literacy survey; and the formal attainment of secondary, post secondary or university education.

The various levels of educational attainment in which individuals may be classified include: Nursery/Kindergarten, Primary, Secondary, University or education received in any type of educational institution not catered for in our local system but available overseas. Note some respondents may have been educated abroad. Give details, of the qualifications obtained by the respondent from the educational institution overseas and the 'equivalent' level of education to St. Lucia.

## KEY POINTS AND AIDS

Adult Education classes to upgrade their education and level of skill attainment.

1. Stress that educational attainment does not necessarily require formal enrolment or registration, regardless of level - what matters is the attainment or completion. Correspondence courses, self-tuition can be used.
2. Stress that Q.63 unlike Q.62 refers to (BOTH VOCATIONAL AND NON-VOCATIONAL) EDUCATIONAL ATTAINMENT, that is, the highest certificate, diploma or degree earned in BOTH VOCATIONAL AND NON-VOCATIONAL TRAINING. For this reason Professional Certificate is included explicitly to cover certification received during VOCATIONAL TRAINING.

## OUTLINE

Question 63 is Highest Examination Ever Passed.

Fifteen (15) possible known types of examinations taken are classified.

Stress that examinations passed from the formal education system (i.e.) (Non—Vocational) and professional certification obtained must also be considered here in obtaining the highest educational qualification obtained. Note, that it is only training at or above the tertiary level which is to be considered as professional certification. An opportunity also is given to measure formal vocational training and occupation for which trained this information when combined with the certification information obtained here will give the complete picture of the person's training. If enumerator X (16) OTHER, he/she should specify type of examination passed.

### INTERNET ACCESS QUESTIONS 64 AND 65

Question 64 ask the respondent whether he/she had internet access within the past three months. The main issue here is the availability of internet access to the respondent and not whether it was used or accessed. If the response is no the respondent should be made to skip to Question 66.

Question 65 Ask the respondent whether he/she used the internet in the past 3 months. The reference period for answering this question must be emphasized.

## SESSION 10 : SECTION 8 TRAINING

### OUTLINE

This section applies to respondents over the age of 15 years. Emphasize this point since for all intents and purposes persons under 15 years, as was assessed at Q.66 have no further questions to answer and must all go to Q100.

In addition this section requires more time to fully grasp all the concepts in terms of meaning and the quality of various types of response likely to be received. Much more effort needs to be put into this section to ensure that the data collected are of good quality and value.

To plan for a better future, planners need to know the level and nature of skills our human resources possess. Such data are of immense value for manpower planning to identify scarcities, shortages, and any evidence of mismatching “training” and “occupation”. ALL Persons 15 years old and over must give information on training obtained through formal instructions.

### OCCUPATION OF HIGHEST LEVEL OF TRAINING

Q.67(b) Occupation for which trained is for those answering ‘YES’ in Q. 67(a) and details must be given e.g. Mechanical engineer, plumber, lawyer, primary school teacher etc. -

### Question 68: How was this training received

This question is concerned with the method used in obtaining training.

### KEY POINTS AND AIDS

#### Trainer:

1. You must have your visual aids before you start the session.
2. A good way of introducing the section is to clarify what is commonly a confused notion of what Training really is. Stress that ‘training’ can be either practical e.g. motor vehicle straightening, or painting; or theoretical and/or practical e.g. mechanical engineering, craft work, Ceramics, sculpturing, architecture, economics, woodcraft— joinery, metal trades - welding, nursery, -midwifery, medicine, teacher training.
3. Link education and training by stressing that for certain fields of training, a certain level of education must be achieved at a formal institution e.g. Law School for Lawyers; University for training Medical Doctors, Engineers, etc.
4. Stress that training involves acquiring a skill or capability to perform a task at some specified standard or level of difficulty. Such training may be received on-the-job, part-time or full-time.

### OUTLINE

1. Trainer: Q.69 The highest level must be determined by the respondent although, in doubtful cases, enumerator should write notes to help coders. Note, some persons pursue many courses,

### KEY POINTS AND KIDS

1. Be careful for Q69 to probe for persons who started on a training programme but discontinued for whatever reason. Such information is useful. For example, some persons start a university programme or a craft course but for family or personal reasons discontinue.
2. Stress to trainees need to probe for “on the job training” apprenticeship, trade/vocational courses taken at Secondary School, Universities. See *Q. 68* —Methods of training at How was training received.

#### Trainer:

1. It is useful to cite examples where responses to *Q. 67(b)* — and a later reply to Occupation at *Q.77* e.g. ‘vegetables salesman’ may apply to one and the same person despite being different. Situations like these exist. That is, the person may be functioning in an occupation, which bears no relationship to his training. Given the state of the economy, the respondent may be willing to take any job offered.
2. The enumerator must be alerted to expect such situations, and to probe discreetly for clarification.

## OUTLINE

### REINFORCEMENT OF CONCEPTS, REVIEW, DEMONSTRATION AND QUESTION TIME

1. Review basic concepts of what is understood by the term training; or field/occupation of highest level of training; method of training; duration of training.
2. **Mock interviews**

## KEY POINTS AND KIDS

### Trainer:

Go over the various methods while citing explicit examples. Distinguish between institutional training and other forms like, for example, correspondence course, private study, on the job training helper etc.

### **Trainer**

Conduct mock interviews to assist trainees to gain practice, develop confidence in handling the interview situation and to clarify difficult points.

OUTLINE

KEY POINTS AND AIDS

**Introduction**

This section is concerned with the work contribution of persons 15 years and over to the production of goods and services in the economy last twelve months and the last week, timed from the day and month of the interview. Refer to Enumerator's Manual for specific details of reference period. Hence, the section is headed — "economic activity".

Persons who work, even for one hour and earn a salary or income for their labour provide the major share of information. However, in the first instance, the activity status of all persons must be established by the enumerator since unpaid family workers e.g. wives, husband., sons and/or daughters, persons learning a trade or helping in a business without a wage or salary are also included. They contribute significantly to national production of goods and services. If they did not work or help in the production **process, the goods available** to society may be **less** or more costly. In many situations, especially agriculture, unpaid workers e.g. wives, young children etc. reduce the cost of production since paid workers would have had to be hired. Therefore, we need to get a total picture. Probe and stress that unpaid work even for a few hours a week constitutes work where the output of this work is sold. That is, the respondent has a job.

1. Explain that priority **is** given to economic activity as a major activity in the use of time for producing goods and services during **the past week in Section 9. Thus persons 15 years and over** are included **as long as they did some form of work in the past week, regardless of the degree of work intensity, infrequency of hours worked, number of hours worked.** See Q. 79.
2. Stress that unpaid helpers and family workers should be included as worked if they did any **work for to produce a product/service which is sold to allow the business to earn a profit.**
3. Probe for part—time workers e.g. persons who work on weekends selling pastries, clothes, vending of any sort. **These** form part of **the ever-growing informal** sector.
4. Persons in the informal sector are identified if they respond to Q74 using options 5 or 6 and Q75 with option 4 and Q76 with option 3. Both the formal and informal sector is identified through the use of this question.

## OUTLINE

### HOW THE DATA WILL BE USED

1. The information collected on economic activity will be used to measure the size of the labour force i.e. persons with a job as well as those unemployed in the country. The *labour force* is composed of persons employed and unemployed, but seeking or wanting a job during the week preceding enumeration.
2. The Census information will provide benchmark data on the economic characteristics of the population.
3. More importantly, the geographic distribution and extent of labour force activity, employment and unemployment by age, type of worker, occupation, industry, address of work, labour force activity etc..

## KEY POINTS AND AIM

Trainer:

1. Trainers should explain to trainees how employment and unemployment rates **are** derived from Section 9 and the significance of high unemployment to the welfare of citizens by area or residence, age, education, etc. Hence, section 9 is a critical aspect of the Census.

The unemployed are defined as not working in the past week, seeking, want and available for work.

## OUTLINE

### Question 71 — Main Activity Past Twelve (12) Months

The 'past week' reference of economic activity is not the only observation period chosen. The concept of 'past twelve months' used in Question 72 **seeks** to find out how individuals spent **the** greater part of their time (6 months or more) during the past twelve months preceding census enumeration. The coded categories provide a classification, one of which would apply to each individual depending upon what their status **was** for most of the year. Most means six months or more.

The categories include those who had worked, looked for work or wanted and were available for work as well as students, retired or disabled persons and **those** who were engaged in home duties etc.

### Economic Activity Did Most Past Week

**Question 73** is intended to establish what activity each individual was engaged in during the week preceding the census enumeration. Everyone 15 years and over therefore must be **asked** this question to account for the use of **his/her** time during the past week. The categories into which the population is classed **represent the status** each person holds in relation to work i.e. production of goods and/or **services** for sale in the society. This is a two part question note the skip instructions for those who did not work or had a job from which they were absent (including seekers, retired, disabled etc) all going to Q. 82. All employed person continue Q74 and beyond and are further routed based on whether or not they are self employed thereafter.

Question 82 and 83 are directed to those persons who did not work or have a job last week.

### Question 74 — Type of worker:

(a) Here, an individual may (a) work for others such as an employee; may (b) have his/her own business or farm. Persons not stating type of worker status are also noted.

**We wish** to know also, in Question 77, the **main** kind of occupation at which the individual is engaged. By occupation it is meant, the kind of work, activity performed by the individual i.e. Accounting Clerk, Teacher in Primary School, Qualified Nurse—Midwife, sales clerk in a department store, gardener - tending to grounds, Secretary, typing etc. Details **are** needed to assist coders. Avoid vague and **ambiguous** terms such as teacher, nurse etc. A list of acceptable answers to this questions is provided in your manual also.

## KEY POINTS AND AIM

Spend some time explaining the concept of work — i.e. stress work is defined albeit narrowly as production of goods, services for sale. Deal also with the categories of student, retired, disabled, home duties; since some arguments exist that home duties contribute to national production. For the Census, however, 'home duties' is a separate category from "worked" where "home duties" accounts for the exclusive use of time of the respondent. If the respondent does any kind of work, e.g. dressmaking, preparation of preserves for sale on a part-time basis, or helps in the garden, the respondent should be coded as a 'person' with a job.

Trainer:

Illustrate the various distinctions in the category — 'Type of Worker'.

1. Explain how as an employee an individual may work either for Government or non-Government employment.  
e.g. Private Industry or **be** an unpaid worker or learner. Circulate and discuss list of state/public enterprises and Public Service, which includes Central Government.
2. Note some workers may have their own business — that is, be self—employed with or without paid help e.g. lawyers, doctors, roadside vendors, lottery ticket vendors, ice cream vendors etc.
3. It is useful to cite concrete examples to establish what you mean. Do not dominate the session with talk.

## OUTLINE

Question 79, Hours Worked, requires that the total hours spent working during the past week be recorded. This information is important to determine levels of full employment, under-employment and unemployment. **The** total must include overtime.

### Industry. Address. Hours Worked Past Week

Question 78 Type of business, requires that the type of business be described in detail.

Question 81, Name of Business requires the respondent to give the name of the government department or business establishment in which he/she works.

Address of Work Place requires that the address of the department or establishment be recorded in the fullest detail. This information is useful to provide important information on measure of distance between person's home and the work place. Such information is critical for planning transportation systems. Be careful to point out that for some respondents their place 'of work is their home' or a plot for homesteaders. In such cases, you will find that there are some persons who have no stationary Work location or office i.e. taxi drivers, pavement vendors, self-employed plumbers, carpenters, etc. In these cases, x option 2, 'No fixed workplace'.

## KEY POINTS AND AIDS

Trainer:

Give examples of situations where persons may be occupied full-time at a job, such as - a dentist, shopkeeper, etc. and others who share their time between two jobs i.e. driving taxi during the daytime and at night security guard.

### MOCK INTERVIEWS

Carry out Mock Interview session to reinforce what was taught before continuing.

OUTLINE

Question 84 **Last Pay/Income Period**

Mention the importance of use of the Income **Flash Card**. **Make it quite** clear that Income data must not be the only reason for a call back by the enumerator. Stress the importance of Income Data for planning since it is useful for determining savings possibilities.

1. Define the Concept of Income. See Enumerator's Manual.
2. Make sure that a specific period **is** given for Income Data. In certain circumstances, *information* on period might not be possible, **even** after probing. It is then necessary to give details in box (6). Other Specify (6) must be used, but be sure to state period whether it be daily or yearly.
3. **Stress** that answers such as "infrequent or now and again" should not be quickly accepted. Instead, respondent should be asked to give the yearly amount or even six months period amount but probing should be able to bring *out a* specific period if one of categories (1) to (5) is not appropriate. Once again, emphasize the importance of having answers for questions and avoiding the use of box (7) - Not Applicable.

**Question 85 — Gross Income**

**Make it clear that what** is needed here is not the amount of money the person actually receives in his pay packet or cheque but the amount he worked for before income tax, etc are deducted. Tell trainee to display Income Flash Card for respondent to choose group.

Question 86 seeks to find out what sources are available for persons to live by. This is particularly important for the unemployed and the elderly, and other vulnerable groups. Persons who are unemployed or not at work due to disability etc will respond to this question after completing their answers to Question 82 and 83.

Question 87 : Remittances from abroad

Many persons depend on remittances from abroad for survival. Note that whatever is received is usually intended for use by the individual or someone in his/her care.

KEY POINTS AND AIDS

REVIEW AND MOCK INTERVIEWS

Review, reinforce concepts with questions, demonstrations interview, mock interviews, workbook exercises.

KEY POINTS AND AIDS

Trainer:

1. Emphasize need to obtain income **for all persons** fifteen years old and over.
2. Refer to ENUMERATOR'S MANUAL and get trainees to read aloud in class, definition of income and **examples of** sources — gifts of money; salaries and wages, interest on savings, pension benefits, money from odd jobs, etc.
3. Try to explain in other (specify) clearly, basis of payment e.g. by results —task work.

Trainer

1. Encourage classroom participation.
2. Read in class the ENUMERATOR'S MANUAL.
3. Conduct mock interviews.

## SESSION 13: SECTION 11- MARITAL STATUS AND UNION STATUS

### OUTLINE

#### MARITAL STATUS

Tell trainees that 'Marital Status' is a legally conferred state see relevant section of the Manual. The classifications here are dictated by the laws of St Lucia and not by the consent of the adults in the union.

#### UNION STATUS

1. All persons fifteen (15) years and over, must be asked this question. Each individual, therefore, would reply to any one category from the following list:  
  
Married, common-law, visiting, married but not in a union etc
2. Leave blank if it turns out that no response is offered by the individual.
3. Discuss with trainees usefulness of this data for Demographic Research e.g. Participation of married women in Labour Force and the effect of lower fertility rates; analysis of fertility data e.g. the more years of education a woman has, the lower the level of her fertility.

#### REVIEW AND MOCK INTERVIEWS

1. Permit questions to be asked at this point.
2. Mock interview session.

### KEY POINTS AND AIDS

#### Trainer

1. Remember that this section applies to all persons fifteen (15) years old and over.
2. Advise trainees that if some preliminary objections are raised by respondents that the questions on Union Status are too personal, they should do any of the following:

Tell respondents that information on 'union status' and 'fertility' combined with other Census data such as age, education, economic activity, etc. are useful to facilitate demographic research of factors which influence further population growth, economic activity etc.

3. It might be useful to go over Union Status concepts such as married, common-law, not in a union, etc. Refer to the Enumerators Manual.
4. Carry out mock interviews.

## SESSION 14 SECTION 11 .MARITAL STATUS AND UNION STATUS Continued

### OUTLINE

Question 90 further seek to establish age when respondent was first married or was in a union.

It is important to note that information **gathered** here can be used for gaining an insight into family formation, in particular, the age at which persons enter into the first relationship that eventually leads to the formation of a family. This is important in the context of discerning trends when such information is linked with the age of the individual.

It is important to note and to stress to trainees that the questions follow a logical pattern and the type of union status in which the individual is currently as well as previously engaged in, is deduced from the information **given**.

### KEY POINTS AND AIDS

The key point here is to distinguish the various types of union that exist and the age at which these unions begin. Both sets of information are important from a sociological point of view.

## SESSION 15: SECTION 12 - FERTILITY

### OUTLINE

Trainer should introduce these questions establishing the usefulness of this data for analysing human reproduction 'patterns' for different unions e.g. 'married', 'common law' etc., labour force status, age group, occupation and field of training.

Population studies, which employ these cross-classifications, can be important for predicting future population growth rates, the economic and the social consequences of fertility, and the **relationship between certain background variables** and fertility. For example, the relationship between current age of respondent and age at birth of first child can be compared with the 2001 Census data to evaluate whether women are bearing their first child at an older age.

Tell trainees that Qs. 91 - 95 are directed to **ONLY FEMALES** fifteen (15) years old and over, while Questions 96 - 99 are directed at females under 50 years and relates to their birth experiences over the past 12 months.

### KEY POINTS AND AIDS

Trainer

1. Recall that Section 11 and 12 UNION STATUS AND FERTILITY are utilized in Caribbean demographic Research with other background variables e.g. age, ethnic group, education, internal migration, labour force participation to gain an insight into factors which impact on human reproduction. It is well known that there are differential rates of fertility attributable to Union Status, education and labour force participation.
2. Show chart with definition of LIVE BIRTH. Discuss.
3. Recall that any sign of life shown at birth is a 'live birth' despite possibility of infant dying later.

## OUTLINE

### NUMBER OF LIVE BIRTHS EVER HAD Q.91

1. In question 91, each female is asked to give the total number of Live Births she ever had. If she has had none, the skip instructions must be followed to Q100. This question permits an understanding of current and past fertility patterns when, related to person's age.
2. Define carefully concept of live birth.

Questions 93 and 94 Age at Birth of First Live Born child and age at Birth of Last Live Born Child are asked of those respondents who have had one or more live births.

These questions are useful to compare and analyze the differences between the early onset of child bearing in relation to education, labour force, status, occupation and training, and age group. Historical census research is also permitted. The value of the research is to forecast more accurately future population growth, and to understand better the factors related to early or late child bearing.

Questions 96 – 99 apply to females under 50 years.

1. Information on Live Births Past Twelve (12) Months is especially important as it provides a measure of fertility at the period of the year preceding the census. The information can be cross-checked with similar data collected on vital registration of births which are collected by, the Registrar of Births and Deaths Office.
2. Women are simply asked to state how many live births they had during the past twelve months. Define carefully the terms LIVE BIRTH.
3. The sex of the child/children born during this period is also requested as well as if any of the children had died. The latter information is important since it measures infant mortality.

### REVIEW SESSION

1. Questions are allowed at this point.
2. A demonstration interview will now be carried out, followed by mock

interviews.

### KEY POINTS AND AIDS

4. Note that there are situations in which the household may have an infant of under 12 months of age but still no live births in past 12 months. Discreetly enquire since the infant could have been adopted, be a 'grandchild' of head etc.
5. Note also that a married couple may not have all their children living with them. Probe for "all births ever had" whether the children are present or not in the household. Occasionally, some respondents omit them from the household.

#### Trainer:

1. Once again, make the distinction that a live birth is a child who showed some signs of life at the time of birth, that is, he/she screamed, kicked, cried etc.

#### Trainer:

1. Summarize the key definitions of this section.
2. Refer trainees to relevant section of Enumerator's Manual and get them to read aloud some of the definitions.



## SESSION 16 : SECTION 13 - CENSUS NIGHT

### OUTLINE

#### Question 100 Census Night

Trainers must explain the concept of CENSUS NIGHT. SHOW AND READ IN CLASS INSTRUCTIONS OF ENUMERATOR'S MANUAL.

What is Census Night and the importance of it?

Explain why a specific time is given. Stress that every person in the household MUST answer this section.

Stress to trainees and furnish examples to make the point that Census Night refers to a predetermined location in time, CENSUS NIGHT, a date 10<sup>th</sup> of May, 2010, which **serves as a fixed** point of reference of the Census population. See ENUMERATOR'S MANUAL.

### KEY POINTS AND AIDS

Trainer:

1. Read the ENUMERATOR'S MANUAL in class.

2. Stress the importance of Census Night **responses**.

1. Stress to enumerators the need to check for temporary visitors, births, deaths, **returning residents etc. who** joined the household after CENSUS NIGHT.

Delete and/or add members on the basis of the response to CENSUS NIGHT question.

2. If a new/additional household is found after Census Night enumerators should be instructed to fully enumerate the household in the location they are found.

3. STUDY THE MANUAL.

## MOCK INTERVIEW AND REVISION SECTION

2 –13

### OUTLINE

#### QUESTION TIME, DEMONSTRATION AND MOCK INTERVIEWS AND DISCUSSION

1. Review all Sections i.e (2 – 13) done so far, briefly recapping the highlights of each section. Emphasis should be on the objectives of the section and the concepts and definitions used.
2. Ensure all trainees are now familiar with ENUMERATOR'S MANUAL. At least one mock interview for all sections and the Visitation Record should be done without interruptions. This should be followed by a critical analysis of the interview by the trainees.
3. Encourage classroom activity.

#### Objective

1. The aim of this session is to test enumerators in a formal situation for their knowledge of the Census concepts and definitions.
2. The test must be fairly administered as prescribed.
3. An oral test of interviewing competence is also given.
4. A field test of mapping will also be required.

### KEY POINTS AND AIDS

#### Trainer:

1. Treat this session with enthusiasm, and great importance.
2. Encourage constructive criticisms.
3. Use the session effectively to correct and improve weak areas.

#### Trainer:

1. Make sure all test papers are received and placed in sealed envelopes for use of the census office after you have marked them.
2. Follow instructions given for administration of test.
3. Note, a test is needed to ensure that enumerators are competent to carry out their duties.
4. Ability to speak properly, to interview intelligently, to spell and write legibly is as important as knowledge of the Census documents.