

1990 POPULATION AND HOUSING CENSUS

ENUMERATOR'S INSTRUCTIONS

July 1990

PART 1 INTRODUCTION

1 The census is a count of the country's population which is combined with collecting other information about the people.

2 It is designed to tell us how many of us there are, where we live, how we earn our living and the rate at which the population is increasing.

The Census Organisation

3 The National Census Director is responsible to the Government for the census as a whole. The country is divided into districts in each of which there is a District Census Officer who is in charge of the work in his district. He will be helped by Sub-County and Parish Supervisors.

4 Parishes are subdivided into enumeration areas (EA's) which in most cases correspond to RC1's. Each EA is the responsibility of an enumerator who is required to go to every household in his or her area and to record the information which is required.

Your job

5 Your job is to enumerate everyone who was in your area on Census Night. It is to ask the questions and to record the answers that are required. It is the most important single job in the census. You must make every effort to obtain complete and accurate answers and to record them correctly.

6 The success of the census depends upon the public's willing help and it is your job to obtain it by being polite, patient and tactful always.

7 The information you obtain is confidential and will be used to compile statistics. You are not permitted to discuss it, gossip about it or show your records to anyone not employed on the census. Do not leave your questionnaire books lying around where unauthorised persons may have access to them.

8 You may only ask such questions as are necessary to enable you to complete the questionnaire. It is the duty of all adults to give you such information about themselves and members of the household.

9 Uganda laws provide penalties if either yourself or members of the public fail in their duties.

How to Approach the Public

10 Act as though you expect to receive friendly cooperation and behave so as to deserve it.

11 Before starting work, introduce yourself to chiefs and RC's of your EA. Start the interview only when you have identified yourself and exchanged greetings, have explained what the census is about and have answered any questions about the census that people may ask.

12 During the interview let people take their time. Do not suggest answers for them. Work steadily and make sure the answers are plain to you before you write anything down. Do not accept at once any statement you believe to be mistaken but tactfully ask further questions to obtain correct answers.

13 It may happen that someone refuses to answer your questions. Almost always this is because of a misunderstanding. Remain courteous. Stress the importance of the census and that it has nothing to do with taxation or any similar government activity, that information is confidential and that census results are published only as numerical tables made up in such a way that it is impossible to identify individual persons.

14 You should be able to clear up misunderstandings, but if you cannot persuade a person to help, or if his or her refusal is deliberate, tell the person that you will report the matter to your supervisor and do so at the first opportunity.

Your Equipment

15 When you have completed your training successfully you will be issued with:

- a letter of appointment
- a badge
- books of questionnaires
- Enumerator's Instructions
- ball point pens
- chalk
- a polythene bag.

16 You will be required to return your letter of appointment and all books of questionnaires at the end of the enumeration and you cannot be paid until you have done so.

PART 2 GENERAL INSTRUCTIONS

The Enumeration Area

17 Make sure you understand your area and its boundaries before you start work. If you are not sure about the boundaries or are uncertain whether a particular place is inside your area or outside it, ask your Supervisor and have your question answered before you start work. Even though you may be sure about the boundaries yourself, you must, before you set out, speak to your Supervisor and to the enumerators who will be working in neighbouring areas and make sure that you all agree on them.

18 Plan your journey so that you visit each place and each household in turn. Work in an orderly way and you will save yourself much walking and a great deal of trouble.

Census Night

19 Census Night is the night of Friday, 30th November, 1990.

20 You are responsible for enumerating everyone who spends census night in your area. Your interviews will take several days. It does not matter when you reach a household, you must always ask about and enumerate those who spent **census night** with the household. Do not include persons who joined the household after census night.

The Household

21 A household is a group of persons who normally live and eat together.

22 Very often the household will be a family living in the same house or compound and eating together. A household will normally consist of a man, his wife and children and sometimes relatives and visitors.

23 If two or more groups of persons, each of which has its own separate eating and housekeeping arrangements, live in the same dwelling, treat them as separate households.

24 If a man has two or more wives and they and their children live and eat together they form one household. If the wives and their children live and eat separately, they will form more than one household.

25 A household may consist of one person who lives and eats on his or her own.

26 A household may consist of several persons who are not related to each other. What matters is that they live together in the same household or compound and eat together.

27 People who are working on census night should be counted with their households. Examples are night watchmen, police on night duty, night shift

workers, fishermen who were out all night and similar people.

Institutions

28 Sometimes groups of people live together but cannot be said to belong to a household. Persons in hospitals, colleges, barracks and prisons are examples. Supervisors will make arrangements for enumerating such people and you may be instructed to help with these special cases.

29 Persons in institutions should be treated as if they belonged to a single household and listed on the questionnaires by dormitory or ward or as convenient. The name of the institution should be written at the top of the questionnaires so as to make it clear that it is not a private household.

30 Those working in institutions but who live in their own households should be enumerated with their own households and not in the institution. Thus a nurse on night duty should be counted with her household and not in the hospital. A nurse living in a hostel should be enumerated as a member of the hostel.

Hotels

31 Hotels catering for international and business people will be supplied with a stock of questionnaires and envelopes. On the evening of census night, managers will be asked to give each guest a questionnaire and an envelope. All persons staying in an hotel on census night will be required to complete a questionnaire, seal it in the envelope and hand it to Reception next morning. Envelopes will be collected from the Manager.

32 Persons staying in small local hotels of the kind that cater for long distance lorry drivers will be enumerated in the same way as the floating population.

33 Enumeration of persons in hotels will be the responsibility of District Census Officers and Supervisors but you may be instructed to issue and collect the forms.

The Floating Population

34 There are those who will not spend census night in households, institutions or hotels. They include persons who are travelling on census night, those in transit at airports or on ships or in railway stations. They include also beggars, vagrants and other homeless people who spend the night at bus parks, on the streets or similar places. They should be listed one after another on the questionnaire in the same way as people in an institution.

35 District Census Officers and Supervisors are responsible for seeing that such persons are enumerated during census night or early the following morning.. You may be instructed to assist them.

Whom should you interview?

36 You must interview as many persons as may be necessary to enable you to obtain particulars of all persons who were in the household on census night. See as many persons as you can.

Whom should you enumerate?

37 Enumerate all persons who were in the household on census night.

38 Sometimes there are persons who would normally have slept with the household but who were absent on census night and did not sleep in any other house. Examples are night fishermen, police officers and nurses on night duty, persons working a night shift in an hotel. Such persons are to be enumerated with the household.

39 Enumerators, supervisors and other people working on the census, including yourself, should be enumerated with the household where they spend census night or would have spent census night if they had not been working.

What happens if there is no one at home?

40 It may happen that when you visit a house that is inhabited you are unable to obtain any information, either because nobody is at home or because the adult occupants are away at the time.

41 You must enquire from those at home when is the best time to call back. If there is no one at home, ask the neighbours when members of the household are likely to be at home and arrange your next visit for that time.

42 Try and send word ahead of you to say when you will be visiting households.

43 If after three visits you have not succeeded in finding anyone at home, make a note of the place and tell your supervisor.

The questionnaire

44 All the information required at the census is to be recorded on the questionnaires which will be issued to you in bound books. No page should be taken out or destroyed. You will have to account for all of them.

45 Detailed instructions for completing the questionnaire are given in Part 3 of these Instructions.

Check your work

46 Before you leave the household, look at the questionnaire you have completed and make sure that you have done so accurately and fully. It is better to check your work on the spot than to have to go back or be sent back. It will save you time and trouble.

47 In particular you should check that,
no one has been missed,
others can read what you have written,
all lines have been filled in where they should be,
the answers are correct.

The chalk

48 You will be given a supply of chalk. It is to be used to mark those houses you have visited and whose occupants you have enumerated.

49 The purpose is to help ensure that no household is enumerated twice and that none is missed. It will also make checking easier.

50 When you have enumerated the household, write the household number in some place acceptable to the household where it will be easily visible, sheltered from rain and out of reach of small children. The best place will generally be the front door. Ask the people to leave the number in place for two weeks so that they may be spared the inconvenience of unnecessary revisits. Explain that the numbers are used for the purposes of the census only.

51 The number on the house must correspond with the household number on the questionnaire.

52 If there is more than one enumerator working in your area, write your initials in front of the household number. (For example, DM/1) In this way households bearing the same number can readily be distinguished from one another.

PART 3 HOW TO FILL IN THE QUESTIONNAIRE

General Rules

53 Complete the questionnaire yourself.

Use the pens provided.

Keep the questionnaire clean.

Write legibly, IN CAPITALS.

54 You will be issued with questionnaire books containing either short forms (Schedule A) or long forms (Schedule B).

55 The short form contains questions which are to be answered for all persons in Uganda. The long form contains the same questions together with additional questions to be asked in certain areas.

56 The long form is in three parts. The first is for persons in the household. The second is for information about the household. The third concerns its housing.

57 The form for persons in the household is in three sections:

The first is for **ALL PERSONS**. You will ask questions 1-13 of **ALL PERSONS** and make written entries using one column for each person.

The second section is for **ALL PERSONS AGED TEN YEARS OR OVER**. You are required to ask questions 14 and 15 on the short form, and questions 14-18 on the long form of everyone aged ten years or over.

The third section appears on the long form only. It applies to **ALL WOMEN AGED TWELVE YEARS OR OVER**. Questions 19-22 are to be answered for all women aged twelve years or over, whether or not they have ever borne a child.

58 Complete this part of the questionnaire before entering particulars of the household and its housing.

59 Complete a separate questionnaire for each household. If there are more than ten persons in the household, continue on the next page. Write "continued" at the foot of the first page and at the top of the second. Change the person number on the second and following pages. Thus the first person on the second page will usually be number "11", the second person "12" and so on.

60 If information is given you by someone other than the person concerned and some details are unknown, you may write "not known" or "NK" in the appropriate box. Make every effort to obtain full and correct answers and to avoid the use of "NK".

61 If you make a mistake, cross it out neatly with a single line and correct it. If there is no room to make the correction, draw a line through the whole of the column for the person, write along it "mistake" and complete a new column for the person.

62 If you make a mistake involving a whole household, draw a diagonal line across the questionnaire, write along it "spoilt" and complete a fresh questionnaire for the household. Never tear a spoilt questionnaire out of the book.

The interview and the questions

63 Ask, "*Who is the head of this household?*"

64 The head of the household is the person who is regarded by the members of the household as its head, and may be a man or a woman. If the head of the household is not present, ask for the next senior person.

65 Explain that you must record particulars of everyone who was present in the household on census night.

66 First, enter the name of the RC1 at the top right hand corner of the form.

67 Next enter the household number. You will allocate this number yourself. The first household you enumerate will be 1, the second 2 and so on upwards.

68 Then complete the main body of the questionnaire. And finally, if you are using the long form, complete the household and housing sections.

69 The instructions which follow deal with what is required and will help explain the notes printed on the questionnaire. Study them together.

70 The instructions also deal with the way in which you are to ask the questions. It is your job to learn them and to ask them as they are set out in these instructions and on the questionnaire. It is important that each enumerator should ask census questions in exactly the same way, otherwise there will be misunderstandings and mistakes. Your supervisors will instruct you during your training as to appropriate translations into the language or languages you will be using during interviews.

71 Your first job is to make a list of all persons who were in the household on census night. Starting with the head of the household, if he or she was present, or with the person in charge of the household at that time.

Questions 1 and 2 Name and Relationship

72 Ask, *"Who stayed here on census night?"*

73 It is important that you list the names in a set order so that you have a clear picture of the household from the very beginning.

74 List members of the household by family.

Start with the head and his wife and unmarried children, beginning with the eldest and working down to the youngest. If a man has more than one wife and if all live and eat together, list each wife and her unmarried children in turn. (If they live and eat separately, treat each wife as having a separate household and include the husband according to where he stayed on census night.)

Then enter married children and their spouses and children who spent census night with the household.

Then list other relatives and their wives and children who were in the household on census night.

Finally list those who are not related to the head or anyone else who spent census night with the household.

75 Very young children are sometimes forgotten, so pay particular attention to getting all babies counted. If the infant has no name, write "Baby of - " and enter the mother's person number.

76 Remember to enquire about and to include night workers, bed ridden persons and those temporarily away from the household for such purposes as getting water or firewood or visiting a trading centre, school or hospital.

77 When you have written the names of all who were in the household on census night read over the list and ask,

"Is that correct?"

If not, correct the list. Then ask,

"Was there anyone else here on census night?"

If there was, include them.

Then look about you. If you see infants or children whose mothers are included, or very old or infirm people, ask further questions to discover if they were with the household on census night. You must be sure that everyone who was present on that night is included.

78 We do not require the person's full name. It will be enough for the purposes of the census to record the name by which the person is known so that he or she may be identified by supervisors and others checking your work.

79 At the same time as you write names on line 1, enter the relationship on line 2.

80 Write "head" under the name of the head of the household. Then write the relationship of each person to the head or to his/her parents if they were present, or show relationship husband/wife.

81 Relate children to their parents, if present; and husbands and wives, if present. In other cases relate persons to the head of the household.

82 Since every person will be entered under the number at the top of the column his/her relationship may easily be written as "Wife of 1", "Son of 1 and 2", "Daughter of 4" and so on.

83 When a man and woman live together, although not married, you should treat them as man and wife if they regard themselves as such.

84 The following relationships will cover all the cases with which the census is concerned:

Head	Wife	Husband	Spouse
Son (S)	Daughter (D)		
Mother	Father		
Brother	Sister		

For other relatives write "Relative". If the person is a visitor write "Visitor". If the person is in none of these categories write "Other". For

persons in institutions it will be sufficient to write "Patient", "Prisoner"
or as the case may be.

85 Where several persons who are not related are living in a household, name one as head and describe the rest as "Other".

Question 3 Sex

86 *"Is this person male or female?"*

Write M for males, F for females.

87 Usually the person's sex will be clear to you from the name and relationship but if you don't know, ask. Be particularly careful to get the sex of infants right. Check that the sex you record is compatible with relationship - don't write M for persons shown as wives or daughters, nor F for persons shown as husbands or sons.

Question 4 Age

88 *"How old is this person?"*

89 Write the age in completed years. If the person is an infant under one year of age, write "0".

90 This question is one of the most important in the census and it may be the most difficult to answer. You will find many people who do not know their age. In these cases you will have to estimate it. You must enter an age for every person and should not use "not known" answers for this question.

91 The best source of information will be birth, immunisation or baptismal certificates. Ask to see any documents which are available.

92 Some people may not know their age but may know when they were born. Ask, *"When was this person born?"*. If the date of birth is known, calculate the age. The conversion table at the back of these Instructions may help you. There is also a list of some historical events which may help establish dates of birth and ages.

93 One reliable age in the household may help you to work out the birth dates of other members of the household if it is known whether they are older or younger and by how many years.

94 If all else fails, make the best estimate you can, judging by such things as the person's appearance and position in the household and by using your common sense knowledge that parents are seldom younger than fifteen years of age when their first child is born, that women do not usually bear children below the age of twelve or over fifty years, that people who were in the same class at school are generally similar in age and so on.

Question 5 Religion

95 *"What is this person's religion?"*

96 Write the religion and the denomination or sect of the person - for example, Catholic, Church of Uganda, Seventh Day Adventist, Moslem, Traditional. If the person has no religion, write "None".

97 Once you have established the religion of the head of the household you may ask, *"Are all members of the household of the same religion?"*

98 If they are, you may write the initials rather than writing religion and denomination in full for all members of the household. Thus, if the head and everyone else in the household are of the Church of Uganda you should write "Ch of Uganda" for the head and you may write "C.O.U" for the rest. Similarly, if the head and everyone in the household are Catholic you should write "Catholic" for the head and you may write "RC" for the rest - or "Seventh Day Adventist" for the head and "SDA" for the rest - or as the case may be.

Question 6 Ethnic Group or Citizenship

99 "Is this person Ugandan?"

If so, write the tribe.

If they are not Ugandan, ask and record the country of citizenship.

100 Record the tribe or group to which a person considers he or she belongs. Accept the answers as they are given you. The census is not concerned with the legal status of a person.

Question 7 Is mother alive?

101 Write "yes" or "no" in respect of the person's real mother, that is the woman who bore him/her. Not a mother who may have adopted the person being enumerated.

Question 8 Is father alive?

102 Write "yes" or "no" in respect of the person's real father. Not a step father or one who may have adopted him or her.

Question 9 Place of birth

103 "In which district was this person born?"

104 If the person was born in Uganda, write the name of the district.

105 If the person was born outside Uganda write the name of the country - for example, Kenya, Rwanda, Zaire, Sudan, England or as the case may be.

Question 10 Duration of residence

106 *"For how many years has this person lived in this district?"*

107 Write the number of years the person has lived in the district where you enumerate him/her. If the person was born in the district and has lived here ever since, write "Born". If the person has lived in the district for less than one year, write "0". If the person does not live in the district but is a visitor or is in the district temporarily, write "Visitor".

108 By "living" we mean either that the person is permanently resident in the district, or that the person is resident in the district for most of the time.

Question 11 Previous Residence

109 *"In which district was this person living before?"*

110 If the person was living in Uganda, write the district where he or she was living before coming to live in this district. If the person was living outside Uganda, write the country.

111 If the person was born in this district and has never lived anywhere else, write "Born".

112 If the person is a visitor, write the district where he or she lives.

Question 12 School attendance

113 *"Has this person attended school in 1990?"*

114 A person has either
attended school this year - write "ATT"
left school before 1990 - write "Left"
or has never been to school - write "Never"

In this sense "school" means any educational establishment in which primary or secondary education is given on a full time basis.

Question 13 Educational attainment

115 *"What is the highest level of education this person has completed?"*

116 State the highest level or grade the person has completed. If the person has never been to school write "None".

117 This question applies to everyone - to those who have left school as well as to those who are attending school.

118 You may use abbreviations as follows:

for "Primary" write "P1" "P3" "P7" or as appropriate.

for Junior Secondary write "J1" "J2" or "J3".

for Senior Secondary write "S1" "S3" "S6" or as appropriate.

for First Year University write "U1" and so on up to Fifth Year University "U5".

119 This completes the questions which are to be asked of all persons. Make sure there is an entry in each box and that the entry is correct.

120 The next set of questions, 14 to 18, apply to **ALL PERSONS AGED TEN YEARS OR OVER**. Look back at the age you have entered for each person. For those aged 0 to 9 years write "N/A" for question 14 and leave the rest of the column blank.

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Question 14 Marital Status

121 *"Is this person married?"*

122 For persons who have never been married, including children, write "NM".

123 People living together as man and wife should be shown as married whether or not they have been through any civil or religious ceremonies. Accept the answer as it is given you.

124 Widowed is for a person, male or female, who has been married but whose spouse has died and who has not remarried at the time of the census.

125 Separated or divorced is for a person who has been married but has divorced or separated and is living as such at the time of the census. Accept the answer as it is given you.

126 You may use the following abbreviations:

NM for never married

M for married

WID for widowed

SEP for separated

DIV for divorced.

Question 15 Literacy

127 *"Can this person read and write?"*

128 Write "yes" or "no".

129 This question is about **both** reading with understanding **and** writing with meaning. If a person can read but not write, enter "no".

130 This completes the questions to be asked on the short form, Schedule

A. The remainder of the questions are to be answered in all areas where the long form (Schedule B) is used.

Question 16 Qualifications

131 *"Has this person professional or vocational qualifications?"*

132 This refers to qualifications obtained after leaving school. Write the highest qualification with the subject of specialisation - for example "BSc Eng" "BA Econ" "Diploma teaching". If the person has no such qualifications, write "None".

133 A person may have more than one qualification. In such cases write the one the person considers the most important.

Question 17 and 18 Activity Status and Occupation

134 Questions 17 and 18 are concerned with how people provide for themselves, how they make their living. The questions apply to women as well as to men.

135 In the week before census night, almost everyone in Uganda will have done something to provide for himself or herself. It is your job to discover and record what each person did. It does not matter whether they had a job or were paid for what they did. A person who farmed or fished or replaced thatch on a roof or cultivated a vegetable garden worked. So did people who were in paid employment.

136 Ask the questions as they are set out here and on the questionnaire and talk about each member of the household until you understand what he or she did in the way of making a living last week. Make entries on the questionnaire only when you have the picture clear in your mind.

Question 17 Activity Status Last Week

137 *"What was the person's main activity during the past week?"*

138 A person either did something to provide for himself or herself last

week or did nothing.

139 Those who were active in providing for themselves or their families, may have been active in different ways. We are concerned with the main activity - the one the person spends most time at - that which the person considers most important.

140 If the person combines paid employment with unpaid work you should record the paid job rather than the unpaid job - for example, if the person is a bus driver and worked as well in his garden to grow food it is the fact of his being a bus driver in which we are interested. And if the person is a housewife who went to market to sell fruit, it is the fact of selling to make money in which we are interested.

141 If the person is engaged temporarily on the census we are concerned with his or her usual activity. Thus if the person is a secondary school teacher and is working as a census enumerator or supervisor, it is the fact of being a teacher in which we are interested.

142 Persons who did something to provide for themselves or their families were active in one of the following ways:

Employed - such people are employed by others and are paid regularly in cash or in kind. If the person did some work last week for a wage or salary or was paid in kind, write "employed". You should also write "employed" if the person was temporarily absent from work because he or she was on leave or sick or for some other reason. A teacher on holiday, for example, may not have been teaching last week because schools are closed, but he or she should be recorded as "employed".

Self employed - such people work for themselves and receive cash when they sell some thing or some service, or receive goods in exchange. They do not receive a wage or salary.

This category includes a person who runs his or her own shop or business, who sells in the market, who makes handicrafts or pottery or other

things to sell, who grows vegetable or root crops or catches fish to sell. It includes casual workers and everyone who is paid on a contract, task or piece work basis. For these people write "self employed".

Unpaid Family Worker - such people work to provide for themselves and their families but do not receive regular wages. Very often they work in the family business or farm and are members of the family who are provided with food and lodging and share in the profits which arise from the joint family work but do not receive cash on a regular basis. For such people write "unpaid".

143 A person may have done nothing last week to provide for himself or herself. There are many reasons why this might happen. Those which are most important to the census are:

Household Work - this applies to men or women who were occupied with purely domestic duties round the house. For such people write "household work".

Many household workers combine domestic duties with working outside the house - in the garden, in paid employment, making articles for sale. In such cases they were active in providing for themselves and should be classified as "employed", "self employed" or "unpaid" as appropriate.

Student - if the person is a full time student, write "student".

Looking for work - this applies to people who were capable of working and who would have worked if there had been a job available. It includes those who wanted to work and actively looked for work as well as those who did nothing about finding a job because they knew there were none available.

The question is, "*Did this person do anything to provide for himself or herself last week?*" If the person did nothing and was dependent on

others for food and shelter but could have worked and wanted to work,
write "unemployed".

There are other reasons why a person may have done nothing to provide for himself or herself last week. Ask for and record the reason - "too old", "disabled", "pensioner", "mad" or as the case may be.

Question 18 Occupation Last Week

144 *"What kind of work did the person do?"*

145 If the person was "employed", "self employed" or "unpaid" we require an exact description of what the person did. For others write "N/A".

146 Remember that we are interested in the main or most important activity. It is sometimes difficult to get an exact answer but you should aim always to provide a two or three word description of what the person did - for example, "sales manager", "typist clerk", "motor mechanic", "foreman carpenter", "primary teacher", "forklift operator". Avoid general terms such as "operator", "clerk", "manager" "selling", "business" or "civil servant". We need to know just what it was the person operated, what kind of a clerk or mechanic, whether a teacher taught in primary or secondary school or at university, whether the person was selling vegetables on the roadside or operating a retail shop or selling motor spares, whether the civil servant was an office messenger, a filing clerk, an executive officer, a government medical doctor or a permanent secretary.

147 Speak to the person concerned whenever possible. Members of the household are often vague as to the occupations of others.

148 If the person is in employment you may find you get a better idea of his/her job by asking for the job title and recording that.

149 Many people may be described as "farmers" or "peasants". It is important that we know what kind of farmers they are.

150 A person living in his/her village, who worked in village or subsistence agriculture last week and who did no other work may be entered as "peasant farmer" which you may shorten to "p farmer". Such a person may do a variety of tasks in growing or gathering produce to feed and clothe his/her family and may sell some produce but is not a commercial farmer.

151 If the person grows crops such as coffee or cotton or raises chickens or other livestock mainly for sale enter them as "coffee grower", "cotton farmer", "market gardener" or as the case may be.

152 Many of these farmers engage in more than one activity but in describing their work you should pick the main activity - the one to which most time is given - the one which the person regards as most important - the one which is commercial.

153 A person may not have worked last week because he or she was temporarily absent from work. In such cases ask about the person's normal occupation. A teacher on holiday, for example, may not have been teaching last week because the schools are closed, but the occupation should be entered as "primary teacher" or "secondary teacher" as the case may be.

154 The next set of questions, 19 to 22, applies **TO ALL WOMEN AGED TWELVE YEARS OR OVER.**

155 An answer is required of all women in this category whether or not they are married, whether or not they are still attending school, and whether or not you think they may have borne children.

156 If the person is male or is a girl aged 0-11 years, write "N/A" on line 19 and leave the rest of the column blank.

157 If possible, speak to the woman herself. She will know about the

children she has borne and will be able to answer the question more accurately than anyone else.

158 We are concerned with the number of children a woman has borne alive. A child born alive is one who cries after being born. Do not include still births - that is children who did not cry.

159 Ask, "*Has this woman borne any children?*"

160 If the woman has never borne any children alive, write "0" on lines 19 and 20 and leave lines 21 and 22 blank.

161 If the woman has borne a child or children, ask
"How many children has she borne?"

162 Write the number on line 19. The census is concerned with all the children a woman has borne. Include children who have grown up and left home, children borne by the women to other men as well as her present husband, her children who are living away from home and children who have died even if they died shortly after birth. Be careful to include young babies.

163 Do not include adopted children or step children or children who live with the household but were not borne by the woman herself.

164 "*How many of the children she has borne are still alive?*"

165 Write the number of children still alive.

166 "*When was the last child born?*"

167 Record the month and year for children born between 1985 and 1990. For children born before 1985 it will be enough to record the year of birth.

168 "*Is the child still alive?*"

169 Write "yes" or "no" as appropriate.

170 You have completed particulars of persons in the household. Now check, that there is no one else you should have included, that no line has been left blank if it should have been completed, that others can read what you have written, that the information you have recorded agrees item with item.

171 If you find that things have gone wrong or there are mistakes or omissions put them right. The record must be complete and accurate before you leave the household.

172 When you are satisfied that the particulars of all persons are correctly recorded, turn over the page and complete the remaining sections of the questionnaire.

173 Record the particulars of disabled persons, the household information and housing conditions on the back of the first page relating to the household. If you have used two or more pages for particulars of persons because there were more than ten in the household on census night, draw a diagonal line across the household particulars on second and subsequent pages.

174 If you are enumerating persons in institutions or in the floating population, leave these sections blank.

DISABILITY

175 *"Is anyone who was in the household on census night disabled?"*

Nature of Disability

176 By "disabled" we mean any condition which prevents a person from living a normal social and working life.

177 There are many disabilities and conditions which may prevent a person from living a normal life. And they may be difficult to describe accurately. But most people have a good idea of what amounts to disability and for census purposes we have to rely on your judgement and that of the household and persons concerned.

178 There are clear cases of disability such as having lost a leg, or being so crippled by polio that once cannot walk normally, or being mad. There are many cases where it is not so easy. In such cases, common sense must be your guide. If the condition is not so serious as to prevent a person from living a full life and being able to provide for himself or herself, it should not be counted as a disability.

179 If a person has lost an arm, he or she is disabled. A person who has lost the tip of a finger in an accident would not normally be considered disabled. In the same way a person whose sight is impaired but who wears glasses and can live and work normally while doing so is not disabled for purposes of the census. For census purposes old age is not a disability.

180 If there is anyone in the household who is disabled or whom you and others think of as disabled, write the person number and describe the nature of the disability as best you can in a few words. It is important that you write the person number because we need to know the sex, age and other particulars of the person concerned.

Cause of Disability

181 People may be born with a disability. They may be disabled as a result of illness or because of an injury received by accident or because of an injury inflicted on them by others. Describe the cause as best you can.

HOUSEHOLD INFORMATION

182 The household and housing sections refer to the household as a whole. We are concerned with the way in which a household lives and is provided for. The questions are self explanatory. Place a tick in the appropriate box. If you cannot decide on the right box, describe the arrangement or facility on the bottom line.

Fuel/Power

183 The question on Fuel/Power is self explanatory. Tick the main form used - the one the household uses for preference.

Water

184 Tick the main source - the one on which the household mainly relies.

Facilities

185 The questions on facilities are self explanatory. Tick the appropriate boxes.

"Not shared" facilities are used by one household only.

"Shared" facilities are used by more than one household.

"Water borne" toilet facilities are those where water must be used to flush the toilet.

A "kitchen" is a room or an out building used for cooking. If the household cooks on a verandah or in the open or in a room used for other purposes as well, tick "none".

Household Economic Activity

186 As well as the occupations of individual persons in the household which you have described in Question 18 on the first part of the questionnaire, many household are involved in small scale cottage industrial activity. Ask whether the household is engaged in this way and tick the appropriate box. If the household is engaged in more than one kind of activity, tick the main one - the most important to the household - the one which brings in most money - the one on which most time is spent. The following notes may help you:

Carpentry/woodwork - includes such activity as wood preparation (mbaawo, treated fencing poles, building poles etc); furniture making; crafts in wood.

Metal products - includes black-smithing, forging, and the manufacture of sigiris, tadoobas, pails, buckets, beds, metal cases and trunks etc from scrap metal.

Leather products - includes local treatment and tanning of animal hides and skins and making shoes, suitcases, bags etc, also shoe repairs.

Mechanical repairs - includes garages and workshops for motor and mechanical repairs to such items as coffee hullers, maize mills etc.

Brick/tile/pottery - includes both mechanical methods using modern machines and traditional methods.

Food and cash crop processing - includes such activities as maize-milling, cotton-ginning, and coffee-hulling if done at the household level. Includes also traditional beer brewing (tonto, mulamba, malwa, enguli etc) if done commercially. Includes also the manufacture of animal feeds

etc if done at the household level.

Embroidery and other crafts - includes embroidery, knitting, tailoring, bark-cloth making, mat making and basket weaving, jewellery, carving etc.

None - if the household is not involved in any of the activities described above, tick this box.

Other - if there are other activities, describe them and tick this box.

187 The main source of the household's livelihood may be difficult to decide, for there may be many activities and sources of income. Very often, however, the answer will be clear from the information you have already recorded and from what you have heard in course of the interview. Record the main source. If it is not clear which is the main source, you will have to ask which is the one the members of the household consider most important.

188 The following notes may help you:

Subsistence farming - includes traditional agriculture, livestock rearing or herding, fishing, hunting and gathering. They may sell some produce but do not produce mainly to sell.

Commercial farming - includes all who produce cash crops, engage in forestry or fishing or ranching on a commercial scale. They produce mainly to sell.

Petty trading - includes such activities as operating market stalls, kiosks, selling food, trading in second hand goods, and hawking.

Formal trading enterprise - includes those which operate from shops, warehouses, godowns etc and are involved in retail or wholesale trade or import/export activities. Includes

also such businesses as beauty/hair saloons and restaurants.

Cottage industry - includes those households involved in the activities listed in the previous column.

Property income - includes households mainly relying on income from ownership of houses and other assets such as transport, real estate, company shares, government bonds and so on.

Employment income - includes households mainly relying on income earned by members who are employed or who receive pensions.

Family support - includes households relying mainly on remittances in cash or kind from relatives or others living elsewhere.

If the household relies mainly on some other source of livelihood - for example, charity, relief or begging - describe it and tick the box marked "other".

HOUSING CONDITIONS

Type of housing unit

189 A housing unit is intended for habitation by one household.

190 A housing unit may be a detached house, a flat, a hut, servants' quarters, a room in labour lines, or other place intended to be lived in by one household. Ask yourself, "*What kind of housing unit does this household occupy?*" Tick the appropriate box. If the housing unit is not one of those listed, tick box 7 and describe it - for example "uniport" or as appropriate.

191 A housing unit, although intended to be lived in by one household, may in fact house two or more households. For example, a house or flat may be shared by two or three households. For another example, a house with a

garage is one housing unit, but there may be two households occupying the main house and another occupying the garage, in which case there are three households in one housing unit.

192 Ask yourself, "*How many households occupy this housing unit?*" Tick the appropriate box.

Dwelling Unit

193 The accommodation occupied by one household is the dwelling unit. And we are concerned in this section with the housing arrangements for this household - with the accommodation it occupies - with its living quarters.

Type of dwelling unit

194 Ask yourself, "*What kind of dwelling unit does this household occupy?*" Tick the appropriate box. If none is appropriate, tick box 5 and describe the dwelling unit.

195 If the household occupies the whole of the housing unit, tick "main". If the household occupies the greater part of the housing unit, tick "main". If the household occupies a room or rooms of the housing unit, but not the greater part of it, tick "room or rooms".

196 The household may occupy accommodation which is not intended for habitation - for example, a store, basement, godown or garage. In such cases, tick the appropriate box. If none is appropriate tick box 6 and describe the dwelling as best you can.

Number of rooms in the dwelling unit

197 A room is enclosed by walls or partitions and is used for living. A kitchen is a room. Do not count corridors, balconies, verandahs, stores, or bathrooms.

198 Ask, "*How many rooms does this household have for its exclusive use?*"

Tick the appropriate box.

199 A household may have some rooms for its exclusive use but share others - for example, a kitchen. Do not count shared rooms.

Tenure of Dwelling Unit

200 This question is concerned with the arrangements by which a household occupies its dwelling or living quarters.

201 Ask, "*Does this household pay rent for its living quarters?*" Tick the box which most nearly describes the arrangements under which the household occupies its dwelling. If no box is appropriate, tick box 8 and describe the arrangements as best you can.

202 If the householder owns the dwelling which the household occupies, tick "owner occupier".

203 If the householder pays rent, determine whether the housing is "public" or "private". Public housing is owned by the Government, Municipalities, Town Boards and Parastatals. All other housing is private.

204 Households occupying Government housing may pay nominal rents. For these, tick "subsidised - public". If households occupying private housing pay similar nominal rents, tick "Subsidised - private".

205 If the householder neither owns the dwelling nor pays rent of any kind but occupies the dwelling free of charge, tick "Free - public" or "Free-private" as appropriate.

Age of Dwelling Unit

206 The age of a dwelling unit may be difficult to discover, especially if it is occupied by tenants or squatters and the like. You ought to be able to tell roughly by observation.

207 We are interested in when the main part of the dwelling was completed so as to be habitable. A dwelling aged 0-4 years will have been completed since the present Government came to power. A dwelling aged 5-9 years will have been completed during Obote II. And one aged ten years or more will have been completed before Obote II.

Roofing, wall and floor material

208 These are self explanatory. If more than one material is used, tick the main one.

209 Check the entries you have made to be sure they are complete and correct. If you find mistakes or omissions, ask further questions and correct the record. It must be complete and accurate before you leave the household.

210 When you are satisfied that all is in order, complete the summary information for the household on the front cover. Do not write in the boxes marked "FOR HEAD OFFICE USE".

The household number is the one you have allocated to the household.

There are three types of population:

population in households - write "HH"

population in institutions - write "Inst"

the floating population - write "Float".

Enter the number of males and females and the total population in the household, institution.

211 Write the household number in chalk in some place where it will be seen easily.

212 When you complete a book of questionnaires, work out and enter the information required in the Breakdown of Population by Type. We need to separate the population in households from the population in institutions

and the floating population. Enter the number of households and the population in them. If there are institutions or a floating population in your EA, enter the totals on the appropriate line. Then add and enter the total population enumerated in the book.

213 Finally, write your name and sign the book in the space provided for the enumerator's signature. Your signature is your certificate that the information recorded is complete and correct.

NATIONAL HISTORICAL EVENTS

YEAR/PERIOD	EVENT	AGE
1914-1918	First World War	72 - 76
1939-1945	Second World War	45 - 51
1958	LEGCO elections	31
1962	Independence Day	28
	Obote becomes Prime Minister	
1967	Republican Constitution	23
	Obote becomes President	
1969	Pope Paul VI visited Uganda	21
1971	Obote overthrown by Amin	19
1972	Expulsion of Asians	18
1977	Murder of Archbishop Luwum	13
1979	Amin's regime overthrown	11
1980	Obote returns from exile	10
	General elections	
1986	Museveni becomes President	4

CONTENTS

PART 1 INTRODUCTION	paragraphs
The census organisation	3 - 4
Your job	5 - 9
How to approach the public	10 - 14
Your equipment	15 - 16
PART 2 GENERAL INSTRUCTIONS	
The enumeration area	17 - 18
Census night	19 - 20
The household	21 - 27
Institutions	28 - 30
Hotels	31 - 33
The floating population	34 - 35
Whom should you interview?	36
Whom should you enumerate?	37 - 39
What happens if there is no one at home	40 - 43
The questionnaire	44 - 45
Check your work	46 - 47
The chalk	50 - 52
PART 3 HOW TO FILL IN THE QUESTIONNAIRE	
General rules	53 - 62
The interview and the questions	63 - 71
Name and relationship	72 - 85
Sex	86 - 87
Age	98 - 94
Religion	95 - 98
Ethnic group or citizenship	99 - 100
Is mother alive?	101
Is father alive?	102
Place of birth	103 - 105
Duration of residence	106 - 108
Previous residence	109 - 112

School attendance	113 - 114
Educational attainment	115 - 118
Marital status	121 - 126
Literacy	127 - 129
Qualifications	131 - 133
Activity status	134 - 143
Occupation	144 - 153
Fertility questions	154 - 169
Disability	175 - 181
Household information	182 - 188
Housing conditions	189 - 208
The summary	209 - 213

1990 Population and Housing Census

SUPERVISOR'S INSTRUCTIONS

July 1990

Introduction

1 Supervisors are responsible to District Census Officers and to the National Census Director and the Government of Uganda for the efficient conduct of the census in their areas.

Method

2 The country has been divided into enumeration areas (EA's) each of which will be assigned to an enumerator who will be responsible for visiting every household in it and for recording the particulars required of every person.

3 A group of enumerators will be responsible to a supervisor. And a number of supervisors will in turn be responsible to a Sub-County Supervisor who is in charge of the enumeration in his or her sub-county.

4 The information required at the census will be recorded on the questionnaires in accordance with the Enumerator's Manual. It is the supervisor's job to see that this is done accurately.

Your job

5 As a supervisor your tasks are:

- to master the questionnaire, the Enumerator's Instructions and the control forms,
- to help the District Census Officer train enumerators,
- to maintain good relations with the public,
- to conduct the enumeration in the EA's assigned to you,
- to return all questionnaires, whether used or unused, to the sub-county supervisor,
- to make sure that your enumerators are paid by the sub-county chief

There will be a national publicity campaign to explain the census but it may not reach everyone and it is your responsibility in the days before the

enumeration, to make sure that the RC officials and the people in your parish know that a census will be taken, how it will be taken and how they can help. It is particularly important to explain that the count cannot be completed in one day and may take a week or longer.

6 Your tasks are dealt with in the order you will carry them out.

TRAINING

7 Training is one of the most important parts of preparing for the census. Get it right and a smooth and accurate enumeration is assured. Get it wrong and there will be many mistakes to put right.

8 Your purpose in training is to make sure that everyone will be counted and that the information recorded will be correct. A secondary purpose is to ensure that if mistakes are made, they will be recognized by you and your enumerators and corrected in the field.

9 An enumerator's work is to complete a simple questionnaire accurately. If a person cannot do this after four days of training, he or she is unsuitable as an enumerator and should be replaced. Allow only competent enumerators into the field.

10 The timetables will help you organise your training. They are a guide. If you need more time to deal with a particular subject - take it. It is more important that enumerators understand their work than it is to keep to the timetable.

11 Encourage discussion and make sure that everyone takes part.

TIMETABLE FOR TRAINING ENUMERATORS:

SHORT QUESTIONNAIRE

Day	Time	Activity
1st day	9.00 am - 11.00 am	1 Introductory and questionnaire Break
	11.30 am - 12.30 pm	2 Enumerator's Instructions, Parts 1 and 2 Lunch
	2.00 pm - 5.00 pm	3 Enumerator's Instructions, Part 3
2nd day	9.00 am - 11.00 am	4 Enumerator's Instructions Part 3 Break
	11.30 am - 12.30 pm	5 Mock interviews in classroom Lunch
	2.00 pm - 5.00 pm	6 Field Practice
3rd day	9.00 am - 11.00 am	7 Discuss field practice Break
	11.30 am - 12.30 pm	8 Field practice Lunch
	2.00 pm - 5.00 pm	9 Discussion and wind up

**TIMETABLE FOR TRAINING ENUMERATORS:
LONG QUESTIONNAIRE**

Day	Time	Activity
1st day	9.00 am - 11.00 am	1 Introductory and questionnaire Break
	11.30 am - 12.30 pm	2 Enumerator's Instructions Parts 1 and 2 Lunch
	2.00 pm - 5.00 pm	3 Enumerator's Instructions, Part 3
2nd day	9.00 am - 11.00 am	4 Enumerator's Instructions, Part 3 Break
	11.30 am - 12.30 pm	5 Enumerator's Instructions, Part 3 Lunch
	2.00 pm - 5.00 pm	6 Enumerators Instructions, Part 3
3rd day	9.00 am - 11.00 am	7 Mock interviews in classroom Break
	11.30 am - 12.30 pm	8 Field practice Lunch
	2.00 pm - 5.00 pm	9 Discuss field practice
4th day	9.00 am - 11.00 am	10 Field practice Break
	11.30 am - 12.30 pm	11 Discuss field practice Lunch
	2.00 pm - 5.00 pm	12 Discussion and wind up

Introductory

12 Start training with a short description of the purpose of the census and how the information will be used. Explain the terms and conditions of service so that each person is aware of his or her duties. Impress on your enumerators that a high standard of work is expected and that checks exist to make sure you get it. Stress that staff will be paid only when they have completed their work to your satisfaction and that of the sub-county supervisor. Failure to finish the work, unsatisfactory work or misconduct may lead to forfeiture of all or part of the payment provided for.

13 There are two questionnaires. A short questionnaire, Schedule A; and a long questionnaire, Schedule B. The long questionnaire is to be used in all urban areas and in a sample of rural EA's.

14 Supervisors in urban areas will therefore use the long questionnaire only. Some rural supervisors will use both the long and the short questionnaire. Other will use only the short questionnaire.

15 If you are in an urban area or in a rural area with one or more EA's in the sample using long questionnaires, train all your enumerators to use the long form. For this, four days are allowed.

16 If you are in a rural area with no sample EA's and are using only the short questionnaire, train your enumerators to use the short form. For this, three days should suffice.

17 The paragraphs which follow deal with training enumerators to use the long form.

Questionnaire

18 Issue a copy of the questionnaire to each enumerator. Explain the layout - that it is in two parts, one concerned with people and the other concerned with the household and housing.

19 Explain that the part of the questionnaire which deals with people is divided into three sections. The first for all persons. The second for all persons aged ten years or over. The third for all females aged twelve years or over.

20 Show that the questionnaire can be completed correctly by following the instructions on the form itself. Do this by asking the questions of one person in the group and recording the answers. Having done so, and having shown how simple the census is, ask each enumerator to complete a questionnaire in respect of his or her own household. When they have done so, examine the completed forms and take note of areas where they have made mistakes or have had difficulty in understanding the questionnaire.

Enumerator's Instructions

21 Then issue the Enumerator's Manual and explain that they contain information they will need if they are to do their job properly.

22 In this and following sessions work through the Enumerator's Manual paragraph by paragraph, making sure that census ideas and definitions are understood. The best way of doing this is to encourage discussion. You will find that your enumerators will ask about exceptional cases. This is good for both trainers and trainees. Discussing the exceptional case as well as the normal case helps to drive home the basic rules. All such questions can be solved by referring to the Enumerator's Instructions. When a difficult point is raised, make the enumerators themselves discover the answer.

23 As you discuss each question, allow enumerators time to fill in the details for their own households on training questionnaires. By comparing

this to their earlier attempt to complete a questionnaire you can sum up the lessons learned.

24 There are five points which need to be stressed particularly as you work through the Instructions:

- 1 The census is concerned with those who stayed in the household on census night. A person can only have been in one place at that time. That is where he or she should be counted.
- 2 Children born after census night should not be included. Persons who die after census night should be included.
- 3 Enumerators must ask the questions as they are set out. The question is, **"Who stayed here on census night?"** Drill the question into enumerators so that they use the right wording in the language of the interviews.
- 4 Enumerators must record an age for all persons. If the age is not known they must estimate it as best they can in accordance with Enumerator's Instructions.
- 5 Very often enumerators neglect to ask the fertility questions of young women who are unmarried and may still be at school. Very often the enumerators know or assume that they have not borne children. But it is not known in the Census Office. Any female past the age of puberty is capable of bearing children and it is as important to know that a woman has not borne a child as it is to know that she has. We must have complete records for every woman aged twelve or over.

25 Show the enumerators how to complete the summary forms on the front covers of questionnaire books. Explain that there are three types of population - the population in households, the population in institutions, and the floating population. In the box "Breakdown of Population by type" it is necessary to distinguish the population in households from the rest.

Mock interviews in the classroom

26 When you are satisfied that Enumerator's Instructions are fully understood, pairs of enumerators should conduct mock interviews between themselves with particulars being recorded on blank training questionnaires. Your purpose at this stage is to make sure that questions are asked in the right order and in the right way. Emphasize that the information recorded must be consistent and that if it is not, enumerators must ask further questions until the answers are clear.

27 At first, enumerators will find the process of question and answer difficult. You must go on with this stage of training until all enumerators are confident with the form itself and know the sequence, flow and wording of the questions so well that the interview becomes conversational and natural.

28 Teach enumerators to look not at the questionnaire but at the respondent and to listen to what is said. In a single sentence, a person may give the answer to several questions.

29 Teach enumerators to have the answers clear in their minds before they write anything.

30 Learning to conduct an interview is a matter of practice. Some enumerators will need more than others.

Field practice

31 When you are satisfied with performance in the classroom, enumerators should conduct a practice interview outside. Arrange with cooperative householders in the neighbourhood to allow enumerators to interview them.

32 Sit in on each enumerator's practice interviews. As you do so, ask yourself the following questions:

- 1 Is enumerator translating questions and asking them properly?
- 2 Are RC1 names and household numbers entered correctly?
- 3 Are entries clear and legible?

- 4 Does each household start on a new page?
- 5 Are entries for relationship, sex and age compatible with one another?
- 6 Are entries for school attendance and educational attainment compatible with age?
- 7 Is enumerator asking questions 14-18 of all persons aged ten years or over?
- 8 Are occupations precisely stated?
- 9 Is enumerator asking question 19-22 of all females aged twelve years or over?
- 10 Has enumerator recorded answers for all such persons?
- 11 Is enumerator entering "0's where applicable?
- 12 Is enumerator completing Household and Housing Sections correctly? Are ticks neatly placed in the correct boxes?

33 Only when you are sure that each enumerator has understood what is wanted and is able to get it, can you be satisfied that you are ready for the census.

34 If you have both short form EA's and long form EA's in your area you will have trained all your enumerators on the long form. Appoint the best to enumerate long form EA's.

PUBLIC RELATIONS

35 The census can only be carried out with the willing help of the people and it is your responsibility to make sure the work goes smoothly and to settle at once any difficulties which may arise.

36 The census is being taken under the provisions of the Statistics Act. Staff should be aware of the legal provisions.

37 If staff are properly disciplined and courteous there should be few problems, but it may be that an enumerator misconducts himself or herself. In such a case, stop him or her from working, recover the questionnaire books, letter of appointment and other materials report the facts to your

senior supervisor.

38 It may be through no fault of his or her own that an enumerator has difficulty with members of the public. He or she will report this to you. Look into the trouble at once and settle it.

39 If necessary explain the law to those concerned. It may be summarised thus:

The enumerator is required to visit all households and to ask such questions as may be necessary to enable him or her to complete the questionnaire in respect of all persons and households.

Any person may be required to give this information if it is within his or her knowledge, and

Penalties are provided for in case enumerators or members of the public fail in their duties.

40 If in spite of your efforts, the person refuses to cooperate or continues to obstruct the enumerator, make a note of the place and the persons concerned, tell the enumerator to carry on with the next household and inform the chiefs and RC officials as soon as possible. If the matter is serious, inform your sub-county supervisor.

CONTROLLING THE ENUMERATION

General

41 It is your job to supervise the enumerators in such a way that they do their job quickly and without mistakes. If mistakes are made, it is your job to see that they are corrected at once.

42 As a general rule, you will be allocated an enumerator for each EA under your control.

43 Reserve enumerators are to work full time during the enumeration. Use them to replace anyone who falls ill or to handle special jobs such as enumerating people in institutions or to help in areas where the work is going more slowly than expected. If there are no special jobs for them, assign them to help in the largest EA.

44 Some enumerators will finish their work sooner than others. You may use them to help in EA's which are larger than expected or where there are delays. Should this be necessary, issue spare books for the purpose. No book is to be used in more than one EA.

Enumeration materials

45 Questionnaire books and letters of appointment are accountable. If a book is lost, the person responsible will not be paid until the supervisor and the sub-county supervisor are satisfied that no records are missing. If a completed or partly completed book is lost, the enumerator responsible is to be sent back to re-enumerate the households concerned.

46 Enumeration materials are to be accounted for on the control forms.

Enumeration areas

47 It is important that enumerators know the boundaries of their areas and work within them, for only in this way can information be related to the area from which it is collected.

Check Sub-County/Parish/EA maps

48 It is your job to ensure that enumerators visit every inhabited place. In order to help in achieving this, maps of EA's have been prepared. Before the enumeration begins, examine the maps of your EA's and:

Make sure EA boundaries are clear to you. Discuss the boundaries with the chiefs and RC officials and with Supervisors working in neighbouring areas and make sure you are all in agreement.

Most boundaries are easily identifiable and are known to RC1 Chairmen. But in some densely populated urban areas there may be difficulty. Supervisors working such areas must be particularly careful to ensure that households are not missed.

Institutions and hotels

49 It is your job to consult with your sub-county supervisor about arrangements for enumerating persons in institutions and hotels in your EA's and to carry out any instructions he may give you.

Before the enumeration

50 Assign enumerators to their areas and issue them with their materials.

51 Make sure enumerators know the areas they have to cover. If there are difficult boundaries take enumerators onto the ground so that there can be no mistake.

52 Make sure everything is ready for a prompt start on Saturday December 1st.

During the enumeration

53 You are responsible for dealing quickly with any difficulties which may arise. You must therefore be accessible and easily found. Always leave word as to where you are going and when you will be back.

54 Visit each of your enumerators at least once during the first three days of the enumeration. It is important to make these visits early so as to satisfy yourself that the work is going smoothly and so that any mistakes can be put right before serious harm is done.

55 Start your enumerators working as close together as is practicable. This will make close supervision easier during the all important first days.

56 It is for you to visit enumerators, not the other way round. Anything which interrupts an enumerator's work is inefficient. Carry spare materials with you so that if they are needed they can be issued at once.

57 Keep a close watch on progress. Enumerators should cover between twenty and thirty households a day in normal conditions. Keep them up to it. Use your reserve enumerator to help in maintaining progress.

Check that coverage is complete

58 In course of your visits you must satisfy yourself that all households are being visited and that enumerators are working systematically.

59 At the end of the enumeration every household should have been visited and should bear the chalked number showing that its inhabitants have been enumerated. If this is not the case, look into the matter. It may be that a household has been missed or that the dwelling is vacant. If households have been missed, send the enumerator to cover them.

60 Enumerators sometimes have difficulty in finding people at home during the day - this is particularly the case in urban areas. Enumerators must make return visits as soon as possible and should not allow a long list of call backs to accumulate since this slows work still further and involves them in extra travelling. Early mornings and evenings after work are good times for finding people at home and your enumerators and yourself must be prepared to work into the evenings to get the work done.

Check that reporting is accurate

61 In addition to checking the completeness of coverage you are required to check the accuracy of reporting.

62 In course of each visit to an enumerator you will be present during one complete interview to make sure he or she is doing the work properly. Pay particular attention to the way the enumerator asks the questions. They should be asked in the same order and in the same way as they are set out in Enumerator's Instructions. Check that the enumerator is asking all the questions - he or she must not assume, for example, that because a woman aged seventeen is not married that she has never borne a child.

63 In households where an enumerator has to estimate the ages of respondents you should independently form your own estimates and check them afterwards against the ages the enumerator has recorded. If the two sets of estimates vary greatly, discuss the reasoning with the enumerator.

64 Discuss and put right mistakes after the interview. Do not interrupt the interview as this upsets enumerators and respondents.

65 If the enumerator has performed badly and has made serious mistakes either in the way he or she has put questions or recorded answers, you should accompany him or her to the next household and sit in on the interview to make sure that all is well.

66 When you have sat through an interview, write "Present at interview" at the top of the questionnaire for the household. This will enable others to check the quality of your supervision.

67 Next, check internal consistency of questionnaires already completed. Make sure there are no blanks in the record which have been left to be filled in afterwards. Make sure men are not reported as bearing children, that children do not appear as older than their parents, that there are entries for questions 14-18 for all persons aged ten years or over. And that there are entries for questions 19-22 for women aged twelve years or over if the long form is being used.

68 Make these checks on three questionnaires in each book that has been completed or partly completed. Select questionnaires at random. Note and correct mistakes. A mistake is an error or omission which cannot be corrected except by going back to the household concerned. If, for example, an enumerator has recorded a woman aged nineteen but has made no entries on lines 19-22, he or she has made a mistake. Send him or her back to correct it.

69 When you have completed this check, write "Checked" at the top of the questionnaire and sign and date your entry.

70 Do not pass poor work. If an enumerator's work is bad and he or she is incapable of improving it or is unwilling to do so, remove him or her and use your reserve.

71 If the enumerator has made small errors which can easily be put right, have them corrected on the spot. Supervisors sometimes notice minor errors and require enumerators to copy out whole books full of information. This is wasteful and leads to more mistakes during copying. Don't do it.

72 If you find any mistakes during your checks on internal consistency, you must check every questionnaire the enumerator has completed and sign each one. It will pay, therefore, to make your first check early and to prevent mistakes.

At the end of the enumeration

73 When an EA has been covered, check that all inhabited places have been visited and all households have been enumerated. Consult people who know the area, check for the chalked numbers on houses and if you see houses without them investigate and take appropriate action, if you are working in an urban area make a point of checking flats and rooms in apartment blocks and in houses shared by two or more households,

all questionnaire books are accounted for,

all pages are still in the books, details on the front cover have been entered properly and totals are correct.

74 If any book is missing or has been mutilated, note the fact. Send enumerators back to find missing books and correct mistakes.

75 When you are satisfied that all is in order, sign the front cover of each book as your certificate that all is well and that you have carried out the checks.

76 When all your EA's have been covered, report to your sub-county supervisor.