



Enumerator Manual



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LIST OF ACRONYMS

ZIMSTAT	Zimbabwe National Statistics Agency
ICDS	Inter-Censal Demographic Survey
PCC	Provincial Census Committee
PCO	Provincial Census Officer
DCC	District Census Committee
DCO	District Census Officer
EA	Enumeration Area
OMR	Optical Mark Reader

1. Introduction

This manual introduces both supervisors and enumerators to the concept of a census and gives a general overview of the history of censuses in Zimbabwe. It serves to define the role and place of the enumerator in the whole census process and to equip both supervisors and enumerators with skills on how to conduct census interviews, who to interview, how to complete the census questionnaire correctly and, how to handle and transport the census questionnaires.

1.1. Definition of a Population Census

A population census is the total process of collecting, compiling, evaluating, analysing, publishing or otherwise disseminating demographic, economic and social data pertaining to all persons in a country at a specified time. It aims at providing four types of information namely:

- a) the number of persons within singularly defined geographical units;
- b) the number of persons in particular categories, e.g. men, women, children, school going age and working populations, etc;
- c) the rate of population growth;
- d) Socio-economic data for the population.

1.2. Background

In Zimbabwe, census taking began as early as 1901 but was initially confined to Non-Africans only. The population was successfully enumerated for the first time in 1962, then in 1969 but at differing reference periods for Africans. The 1982 and 1992 censuses were the first censuses with a national coverage. The 1982, 1992 and 2002 Censuses were conducted on a de-facto basis relating to the night of 17/18th August. Similarly, the 2012 census will also be on a de-facto basis. The 2012 population census is going to be the fourth after independence.

In the 1982, 1992 and 2002 censuses, the questionnaire covered such areas as population size, composition (sex, age, ethnic groups); geographical distribution including internal migration. Other topics covered were education, labour force and employment as well as basic living conditions like size of household, access to water, toilet facilities and, energy for cooking.

To supplement the data collected through the census, demographic surveys have also been conducted in 1948, 1954 and after 1982 as part of the Zimbabwe National Household Survey Capability Programme (ZNHSCP), especially the Demographic Socio-Economic Survey of 1983/84, the Inter-Censal Demographic Surveys (ICDS) of 1987, 1997, 2008 and Demographic and Health Surveys of 1988-89, 1994, 1999, 2005-6 and 2010.

A decennial census programme will be maintained, because conducting a census is an expensive exercise as well as a major task. Together with the Household Surveys programme, the August 2012 Census will ensure the provision of population data on a continuous basis.

1.3.Objectives of the Population Census of Zimbabwe

Census objectives can be categorised as short-term objectives, which basically entail the delivery of data for immediate uses, and long-term objectives which point more towards the infrastructure and capacity building of the statistical system.

a. Short Term Objective

- ❖ To provide current information on demographic and related socio-economic characteristics of the population at national level and various sub-national levels.

b. Long Term Objectives

- ❖ To provide and maintain a time series of relevant population data at national and sub-national levels.
- ❖ To develop national capacity to undertake censuses and related statistical activities.
- ❖ To provide a sampling frame for other statistical activities such as the Zimbabwe's National Household Surveys Capability programme.

1.4.General Uses of Census Data

- ❖ Population data/information is basic to the production and distribution of material wealth.
- ❖ In order to plan for, and carry out economic and social development, administrative activity or scientific research, it is necessary to have reliable and detailed data on the size, distribution and composition of population.
- ❖ The population census is thus a primary source of these benchmark statistics, covering not only the settled population, but also the homeless persons and nomadic groups.
- ❖ Data from population censuses may be presented and analysed in terms of statistics on persons, married couples, families and households and for a wide variety of geographical units ranging from the country as a whole to individual small localities or city blocks.

1.5.Specific Uses of Census Data

a. Uses in an Integrated Program of Data Collection and Compilation

- ❖ Population censuses are a principal means of collecting basic population statistics as part of an integrated programme of data collection and compilation aimed at providing a comprehensive source of statistical information for economic and social development planning, for administrative purposes, for assessing conditions in human settlements, for research and for commercial and other uses.
- ❖ The value of each census is increased if the results can be used together with those from other investigations. The use of census data as a base or benchmark for current statistics can furnish information needed for conducting other statistical investigations.
- ❖ It can, for example, provide a statistical frame for other censuses or sample surveys.
- ❖ The population census is also important in developing the population estimates needed to calculate vital rates from civil registration data.

- ❖ In addition, these censuses are a major source of data used in official compilations of social indicators, particularly on topics that usually change slowly over time.
- ❖ The purpose of a continuing co-ordinated programme of data collection and compilation can be served, therefore, if the relationship among the population census and other statistical investigations is considered when census planning is under way and if provision is made for facilitating the use of the census and its results in connection with such investigations.
- ❖ The use of consistent concepts and definitions throughout an integrated programme of data collection and compilation is essential if the advantages of the relationships are to be fully realized.
- ❖ A population census also serves as the logical starting place for work on the organization and construction of a computerized statistical data base to serve continuing national and local needs for data in the Inter-Censal period.

b. Policy-making and administrative purposes

- ❖ The fundamental purpose of the population census is to provide the facts essential to governmental policy-making, planning and administration.
- ❖ Information on the size, distribution and characteristics of a country's population is essential to describe and assess its economic, social and demographic circumstances and to develop sound policies and programmes aimed at fostering the welfare of a country and its population.
- ❖ The population census, by providing comparable basic statistics for a country as a whole and for each administrative unit and locality therein, can make an important contribution to the overall planning process and the management of national affairs.
- ❖ Population census results are also used in policy development and in management and evaluation for programmes in such fields as education and literacy, employment and manpower, family planning, housing, maternal and child health, rural development, transportation and highway planning.
- ❖ Detailed information on the geographical distribution of the population is indispensable for this purpose. Certain aspects of the legal or administrative status of territorial divisions may also depend on the size of their population.

c. Research Purposes

In addition to serving specific governmental policy purposes, the population census provides indispensable data for the scientific analysis and appraisal of:

- ❖ The composition, distribution and past and prospective growth of the population,
- ❖ The changing patterns of urban-rural concentration, the development of urbanized areas,
- ❖ The geographical distribution of the population according to such variables as occupation and education and the mortality and natality differentials for various population groups, as well as the economic and social characteristics of the population and labour force, and

- ❖ Other questions of scientific interest that are of importance both to pure research and to solving practical problems of industrial and commercial growth and management.

d. Business, Industry and Labour

- ❖ The census also has many important uses for individuals and institutions in business, industry and labour.
- ❖ Reliable estimates of consumer demand for an ever-expanding variety of goods and services depend on accurate information on the size of the population in sub-national areas and its distribution at least by age and sex, since these characteristics heavily influence the demand for:
 - a. housing, furnishings, food, clothing;
 - b. recreational facilities, medical supplies and so forth;
- ❖ Furthermore, the local availability of labour for the production and distribution of such commodities and services may be important in determining the location and organization of enterprises.

1.6. Possible Uses of Census Data

a. Housing demand and supply:

Census data provides information on population distribution and household size. The total demand for housing can be estimated as well as the areas that need urgent attention.

b. Status of men and women in the Zimbabwe Society:

Census data shows the age-sex characteristics of the population, cross-classified with education characteristics, occupation, etc. Comparisons can be made between men and women on these characteristics and information to redress inequalities will be available.

c. Strategic planning in business by private firms:

Census data shows the size and areal distribution and other characteristics of the various target groups. Optimal business sites can be determined and business plans can be developed.

d. Educational planning:

Census data give detail of population size, growth, sex –age structure, spatial distribution, school attendance, educational attainment and migration patterns.

e. Health Planning:

A census provides an array of data that can be used for planning, monitoring and evaluating health programmes.

f. Manpower planning:

Census data give information on the size and structure of the labour force and the level of employment.

1.7. Essential Features of a Census

The four essential features of a population census are; individual enumeration, universality within a given territory, simultaneity and defined periodicity.

a. Individual Enumeration

A census implies that each individual and household is enumerated separately and their characteristics are separately recorded. Only by this can the data on various characteristics be cross-classified.

It is important to emphasise that individual enumeration does not preclude the use of sampling techniques for obtaining data on specified characteristics, provided the sample design is consistent with the size of the areas for which the data are to be tabulated and the degree of detail in the cross-tabulations to be made.

In this regard there has been a lot of concern from institutions dealing with disability and education on our coverage of the same. However, steps are being taken to collect this information.

b. Universality within a Defined Territory

The census should cover a precisely defined territory (i.e. the entire country or a well-defined part of it, for example, the whole of Zimbabwe or a given province.

The population census should include every person present and/or residing within its scope, depending upon the type of count required.

c. Simultaneity

Each person should be enumerated as nearly as possible in respect of the same well-defined point of time and the data collected should refer to a well-defined reference period, e.g. the night of 17/18th of August for the 2012 Census.

The time reference period needs not be identical for all of the data collected. For most of the data, it will be the night of the census. In some instances it will be a period prior to the census e.g. in the last 12 months, e.g. data on deaths, activity, migration etc.

d. Defined Periodicity

Censuses should be taken at regular intervals so that comparable information is made available in a fixed sequence, e.g. every ten years in the case of Zimbabwe.

A series of censuses makes it possible to *appraise* the past, accurately describe the *present* and *estimate* the future.

It is recommended that a national census be taken at least every ten years. Some countries may find it necessary to carry out censuses more frequently because of the rapidity of major changes in their population circumstances.

The census data of any country are of greater importance nationally, regionally and internationally if they can be compared with the results of other countries that undertook a census at the same time. Therefore, countries may wish to undertake a census in the years ending in “0” or as near to those years as possible.

It should be noted, however, that legal, administrative, financial and other considerations often make it difficult for a country to adhere to a standard international pattern in the timing of its censuses. In fixing a census date, therefore, such national factors should be given greater weight than the desirability of international simultaneity.

1.8.Publicity

Various media are being used to publicize the census. These include:

- a) local newspapers publishing various articles on census activities;
- b) local events like agricultural shows and the Zimbabwe International Trade Fair;
- c) the radio and television;
- d) Provincial Census Committee /District Census Committee meetings: these are the provincial and district census committees which are chaired by the administrators;
- e) Census T-shirts distributed to members of staff at ZIMSTAT and all field staff;
- f) Census information pamphlets and posters sent to schools, hospitals and other institutions. The pamphlets are written in eight language versions that are in Shona, Ndebele, English, Tonga, Kalanga, Venda, Nambya and Shangani.

2. Role of the Enumerator

An enumerator is accountable to the supervisor and his/her roles and duties can be grouped into three categories, i.e. activities before, during and after enumeration.

Activities *before enumeration* will include the following:

- a) **reconnaissance and mapping:**
 - ❖ Identifying the Enumeration Area (EA), its boundaries and layout.
 - ❖ Checking and amending the EA map where necessary, otherwise if changes are major inform supervisor.
 - ❖ Updating the map accordingly if there are any new developments in the EA.
 - ❖ Where there are imaginary boundaries, the enumerators sharing the boundaries must know the common boundaries.
 - ❖ Errors on the map and its description should rarely occur if the mapping was done well. However, if errors are spotted they should be corrected accordingly.
- b) **Publicizing the enumeration and, approaching local authorities as well as influential people to introduce oneself, collect their contact details and compile them.**
- c) **Receiving documents and equipment e.g. clipboards, HB pencils**
- d) **Locating dwelling units.**
- e) **Arranging appointments for the interviews.**
- f) **Preparing itinerary for the enumeration** – this will help in spreading the work fairly and uniformly over the enumeration period.
- g) **Recording the geo-code for the EA on the questionnaires** – record the first ten digits from left to right or up to enumeration area.

During enumeration the main activities are:

- a) **Asking questions correctly (avoid confused questioning).**
- b) **Recording answers clearly, correctly and accurately.**
- c) **Checking completed questionnaires, e.g. for consistency and completeness** – no gaps should be left, this will result in the saving of time spent revisiting households.
- d) **At the end of each day, carry out verification of the questionnaires to check for completeness and complete EA Summary Sheet.**
- e) **Scheduling call-backs, e.g. visiting respondents at different times.**

This is the most important job in the census and every effort must be made to obtain complete and accurate responses and to record them correctly.

The *post-enumeration activities* include **returning completed questionnaires and other equipment** such as:

- ❖ Questionnaires

- ❖ Clip-board
- ❖ Pencils
- ❖ Pencil sharpener
- ❖ Erasers/rubber
- ❖ Notebook for observations
- ❖ Enumerator Manual
- ❖ Census leaflets
- ❖ Official ID/letter
- ❖ EA Map
- ❖ E A Summary Sheets
- ❖ Call back cards (mostly in urban areas) to the collection point/supervisor. Any relevant issues or observations that are not reported in writing must be conveyed to the supervisor.

2.1.Place of Work

The enumerators will spend most of their time in the field. Each enumerator will be assigned an EA and their responsibility will be to visit **every** household in the assigned area and record, as accurately and neatly as possible, all the particulars required of every person and household. Each enumerator will report to an Enumeration Area (EA) supervisor.

Provincial Census Offices, headed by Provincial Census Officers (PCOs), have been established in the provinces. District Census Offices have also been established in the Districts, headed by the District Census Officers (DCOs), who will be in charge of several supervisors. An Enumeration Area (EA) supervisor will be in charge of about 4 – 6 EAs, which in rural areas may be equivalent to a ward.

2.2.Training of Enumerators

One can become a good enumerator through training and experience. Trainees must take an active part in training and attend *punctually* throughout the training period.

Training is planned to consist of classroom training and practical exercises.

Before each lesson, study this manual carefully along with the questionnaire and note any questions you may have. Ask questions at any time to avoid mistakes during the actual interviews. Be assured that others will learn from the questions as well as discussions on situations encountered in practice and actual interview situations.

The first phase involves a thorough examination of the questionnaire section by section. You will also observe demonstration interviews. ‘Homework’ assignment will involve reading the questions correctly to someone several times, so as to become comfortable with asking the questions.

The second phase involves role-playing where trainees assume the roles of enumerator and respondent. Later practice will pay particular attention to how the questions should be phrased in the different languages/dialects, to ensure that the meaning of the questions remain consistent.

The third phase involves field practice interviews, where you will actually interview household members. Trainers will work with you and will check and edit the questionnaire in the manner that will be done during the actual enumeration.

All prospective enumerators will be assessed on a continuous basis during all phases of the training. Assessment will focus on familiarity and understanding of the questionnaire, the census concepts and definitions including procedures.

The training will continue in the field when supervisors will meet with you to discuss your work. The formal training provides enumerators with basic knowledge and information regarding the census, questionnaire, etc. Continued observation and supervision during enumeration completes the training process especially during the first few days. You may also run into situations that are not covered in the training. Discuss these with your supervisor. Others may be experiencing similar problems, thus all can benefit from each other's experiences.

You should always bear in mind that high quality work depends on:

- a) good training: an enumerator, must know what to do. If you are not certain – ask,
- b) high morale:
- c) close supervision: you will be informed as soon as possible when you make mistakes.

3. Conducting an Interview

Successful interviewing is an art and not a mechanical process and each interview is a source of new information to be made interesting and exciting. Although the art of interviewing develops with practice, there are basic principles, e.g. on how to build rapport, conducting the interview, etc, which are to be followed.

3.1. Establishing Rapport with the Respondent

The enumerator and respondent are strangers to each other, and one of the main tasks is to establish rapport, i.e., a good working relationship. First impressions, of course, will influence willingness to co-operate. The census has been publicized and the respondent may be expecting your visit. However, always carry your official identification card and letter with you. The following principles will be helpful in establishing rapport:

a) *Approaching the dwelling unit*

Approach the dwelling unit from a direction that appears to be well used as an entrance. Do not straddle fences or any other property boundaries. Ask the locals your way to the next dwelling unit, when in doubt.

b) *Always have a positive approach*

Avoid an apologetic manner by asking such questions as “Are you too busy”, “Would you spare a few minutes?” or “Would you mind answering some questions?”

Such statements may mislead the respondent into thinking that your mission is unimportant and may invite refusals. You can proceed as follows:

Greetings, my name is and I am from ZIMSTAT, Population Census Office. This office is responsible for conducting the census in the country. The purpose of my visit is to collect information on people who spent the census night, 17 August, 2012 into 18 August 2012 in your household. This information will assist government and other development partners for planning purposes. The interview will take about 15 to 20 minutes. All information obtained will remain confidential. You are free to ask any questions.

c) *Make a good first impression*

When approaching the respondent, do your best to make him/her at ease. Open the interview with a smile and salutation. You must be well versed in the local traditional forms of greetings (especially in rural settings). After the normal exchange of greetings, introduce yourself and the organisation you are representing as well as stating the purpose of your visit. Avoid mumbling and waffling. Dress appropriately.

d) *Language of interview*

The questionnaire for the census is in English and will have to be translated into local dialects. During translation, you should not change the meaning of the question, some practice interviews in local languages will be conducted as part of the training.

e) *Stress the confidentiality of responses when necessary*

If the respondent is hesitant or asks what the information will be used for, explain that the data you collect will remain confidential, that no individual names will be used for any purpose and all information will be used in aggregated form. Never mention other interviews or show completed questionnaires to other enumerators or supervisors in front of the respondent or any other person. Never refer to another interview when collecting data for the household.

f) Answer any questions from the respondent frankly

The respondent may ask a few questions before agreeing to be interviewed. Be direct and pleasant and display your knowledge and understanding of all the various aspects of the census. If the respondent is concerned about the length of interview, i.e. about 15-20 minutes and cannot afford the time, or if it is not convenient to answer the questions, then arrange to return later.

g) Avoid the presence of other persons other than members of the household during the interview.

The presence of third persons during the interview may prevent you from getting frank and honest responses from the respondent. It also violates the rule of confidentiality.

It is therefore necessary that the interview be conducted as privately as is possible. A tactful attempt should be made to get rid of the third parties.

3.2. Tips on Conducting the Interview

a) Be neutral throughout the interview

People are generally polite and may give answers they think you want to hear. Never allow the respondent to think that (s/he) has given the right or wrong answer by expression on your face or tone of your voice and never appear to approve or disapprove of any of the respondent's answers. Refer any questions raised by the respondent to the end of the interview. Note that questions are carefully worded to be neutral and do not suggest that one answer is more likely or preferable to another.

Failing to read the complete question may destroy that neutrality. If an ambiguous answer is given try to probe in a neutral way by asking like this:

“Can you explain a little more”; “I did not quite hear you, could you tell me again”.

b) Never suggest answers to the respondents

If a given answer is not relevant to the question, do not prompt by saying something like *“I suppose you mean that. . . Is that right?”* The respondent will definitely agree with you. Probe in such a way that the respondent comes with a relevant answer.

c) Do not change the wording or sequence of questions

The wording and sequence of the questions must be maintained. If the question has been misunderstood, repeat it slowly and clearly. If it is still not clear, you may reword the question but without altering the meaning of the original question.

d) *Handle hesitant respondents tactfully*

There are situations when the respondent says “I do not know”, gives an irrelevant answer, acts very bored or detached, contradicts something already said or refuses to answer the question. Try to re-interest the respondent in the conversation, e.g. if (s/he) is shy or afraid, try to remove the shyness or fear before asking the next question. Spend some time talking about things that are not relevant to the interview, e.g. the town or village, weather, daily activities, etc.

If the respondent is giving irrelevant answers, do not stop him/her abruptly or rudely. Instead, listen and try to steer back to the original question. Maintain a good atmosphere throughout the interview for the respondent to see the enumerator as a friendly, empathetic, and responsive person who does not intimidate and to whom (s/he) can say anything without feeling shy or embarrassed.

If the respondent is reluctant or unwilling to answer the question, overcome the reluctance by explaining that the question is being asked to all people in the country, remain courteous and stress the importance of the census and that it has nothing to do with taxation or similar Government activities. Also stress the confidential nature of the information obtained and that no one outside the Census Organisation will be allowed access to the records, that the details for an individual person are never released for any purpose what-so-ever and that census results are published as numerical tables only. If (s/he) continues to refuse, inform her/him that you are forwarding the matter to your supervisor. Do report to the supervisor at your earliest convenience.

e) *Do not form expectation*

You should not form expectation as to the ability and knowledge of the respondent, e.g. educational level, social standing, etc. The differences between you and the respondent may influence the interview.

f) *Do not hurry the interview*

Ask questions clearly to ensure understanding by the respondent, pause after each question. If the interview is hurried, you might get responses like “I don’t know” or get an inaccurate answer. Work steadily and make sure answers are plain and correct before you write anything down. Do not accept at once any statement you believe to be mistaken, but tactfully ask further questions to obtain the correct answers.

g) *Do not forget to thank the respondent*

4. Field Procedures

4.1. *Preparatory Activities*

Each enumerator must ensure that (s/he) has sufficient materials and equipment and is aware of the role to be performed.

Each enumerator will be provided with the following documents and equipment:

- ❖ Questionnaires
- ❖ HB Pencils
- ❖ Pencil sharpener
- ❖ Erasers/rubber
- ❖ Clip-board
- ❖ Carrying bag(s)
- ❖ Notebook for observations
- ❖ Enumerator Manual
- ❖ Classification of Occupations Manual
- ❖ Torch and batteries
- ❖ Census leaflets
- ❖ Self-adhesive labels
- ❖ Official ID/letter and Census badge
- ❖ EA Map
- ❖ E A Summary Sheets
- ❖ Call back cards (mostly in urban areas)

An HB pencil and an eraser will be provided during training.

Keep your equipment safely because at the end of the census you will be required to return it. You cannot be paid until you have accounted for all the items to the supervisor.

4.2. *Contact Procedures*

The country is divided into numerous Enumeration Areas (EAs). An EA consists of between 80-120 households. For each EA, there is an EA map with boundary descriptions. Read the EA map carefully so that you understand the boundaries both on the map and the ground. The boundaries in most cases follow easily identifiable features such as rivers, streams, roads, tracks, and footpaths. Where an imaginary boundary has been used, households on each side of the EA have been plotted.

One enumerator is expected to work in his/her selected EA. The enumerator should spend some time familiarising himself/herself with the distribution of housing/dwelling units and establishing rapport with the local authorities and respondents, before the enumeration.

Prepare an itinerary. Use the EA map to plan your work to ensure that you visit each selected household. Work systematically to save yourself from unnecessary long walks in the EA.. Inform your supervisor about your starting point, the paths you will follow to enable him/her to locate you easily.

4.3. *The Household Concept*

One basic issue in the census is the specific location of persons at a specific time. The specific location is the selected household where persons spent the census night.

A household is **NOT** the same thing as a family (a concept which is **NOT** used in this Census); a family can be scattered while the household by definition is specific in its location, as it consists of persons who eat and stayed the census night together, whether or not they are related to one another.

Two types of households can be identified, namely, private households and collective households.

A private household can either be a single-person household or a multi-person household. In the former, a single person stayed the census night in the household alone. The person may occupy the whole or part of the dwelling unit (or several dwelling units). In a multi-person household, a group of two or more persons occupy the whole or part of the dwelling unit and stayed the census night together.

Persons working in institutions and who will be returning to their households in the morning shall be enumerated with their own households. Examples include nurses, night watchmen, police officers and shift-workers on night duty. Such persons are to be enumerated with their household.

Collective households are formed where institutionalised populations are found e.g. hospitals, hostels, hotels, prisons, military barracks, refugee camps, schools, colleges, old people's homes, orphanage, etc.

4.4. *Whom and How to Interview*

Identify a chief respondent capable of giving accurate information on the household. Other household members may be called in to assist if necessary to enable you to obtain accurate information on all persons who were in the selected household. Effort should be made to ensure that questions on children ever born

Definition of household for 2012 Census

A household, as defined for the 2012 Census is a person or a group of persons who stayed the census night in the dwelling unit, whether or not they were related by blood or marriage, including visitors.

Who should be included in the household?

Some examples

- ❖ Three unrelated men who stayed the census night in the dwelling unit and cooked meals together would not be considered as one family but would constitute a household.
- ❖ A man with more than one wife and stays with each of them must be enumerated with the household where he stayed the census night. The other wives, if they have separate dwelling units and eat separately shall be considered as individual households and consequently enumerated separately.
- ❖ People who eat in one household but sleep in another shall be treated as members of the household that organised the sleeping arrangement.

should be addressed to the biological mother. Remember that dwelling units might have more than one household.

4.5. Chief Respondent

The head of household should ideally be the *chief respondent*. If attempts to interview the head of household fail, then interview the most knowledgeable senior member of the household. Spouses should be given precedence over other most knowledgeable senior members e.g. if the head of household is away, the spouse would normally be considered as the chief respondent.

Definition: Head of Household

For the 2012 census, the head of household is that member of household who was regarded as such by those who stayed the census night with the household and may be a male or a female. S/he must have stayed the night in the household or be returning on the morning.

N.B. Avoid making domestic workers chief respondents relating to the household they work for.

4.6. Enumeration of Private Households

Start work early in the morning. Enumerate throughout the day but bear in mind that the best times of interviewing households depend on the activity of the household members. The enumeration will last for about five (5) days and this is the time limit within which interviewing of households in the EA assigned to you must be completed. If for any reason you think it will take longer inform your supervisor early so that arrangements for help are made.

You are **NOT** allowed to enumerate beyond eight (8) o'clock in the evening.

If there is no adult person at home at the time of your visit, inquire from the children when an adult will be present and make arrangements for a call-back accordingly.

If there is no one at home, ask the neighbours if anyone was there on the census night. If there was, inquire whether they have an idea when they are likely to be back and arrange your next visit accordingly.

In urban areas, complete the call-back card stating the day and time of your next visit and leave it at the dwelling unit, so that people will know when you will return. In rural areas, leave a message about the time of your next visit.

Send word so that people know when to expect you to avoid call-backs as much as possible. If you make an appointment to return, please keep it and be punctual.

In case you visit a household at an "inconvenient time," do not allow yourself to be put off unless there is weighty reason, e.g. a death in the household. In such circumstances, make arrangements to return later.

4.7. Enumeration of Institutions

Persons staying in institutions will be enumerated in their institutions through arrangements made by the supervisor and you may be asked to assist in this work. Instruction on how to

enumerate collective households will be supplied to those enumerators assigned to work in such areas.

5. General Procedures for Completing the Questionnaire

For the first time in the history of censuses in Zimbabwe, ZIMSTAT will use Optical Mark Recognition forms (OMR). These forms are specially designed so that the information on them can be captured for the computer via an OMR scanner.

5.1. How to complete an OMR form (questionnaire)

When completing an OMR questionnaire always work on a firm, smooth, clean and dry surface using an HB pencil. Take note of some questions on the form which require first writing the answer and then shading it. Such questions are called two phase questions.

Entering numeric information and shading the form

- ❖ The following is a two phase question. Once again, great care must be taken when shading the form to avoid damaging or spoiling the form. Using an HB pencil:

4. How old was (name) at his or her last birthday?
 Enter age in completed years ("00" for children less than one year)
EXAMPLE: NAME is 37

3	0	1	2	3	4	5	6	7	8	9
7	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

- ❖ First write the age of the person as indicated, then shade the number in the lozenge (box) corresponding to that written in the box.
- ❖ The mark/shading should be a bold, vertical line which should be through the middle of the box provided.
- ❖ If a box is shaded by error, it must be completely erased before shading the correct one. This ensures that there are no multiple marks.
- ❖ On no occasion should there be more than one mark in any numeric or alphabetic row except for question 14.
- ❖ If your form has spaces for you to write the letters or numbers then you should do so, as it will enable errors to be corrected if there should be any problems when the form is scanned.

5.2. *Correcting Mistakes*

If you make any errors whilst completing the form they should be rubbed out very carefully and thoroughly. Errors that are not clearly erased will be read by the scanner. Using an HB pencil for completion makes erasing errors easier.

5.3. *Handling & Transporting*

- ❖ Forms are best transported in the packaging in which they are supplied or similar packaging. If this is not possible, for example if smaller quantities than the pre-packed boxes are required, the forms should be carefully re-packed in smaller boxes to the same standard of packaging as that used by the supplier.
- ❖ Once the forms are removed from their original packaging, they should be handled carefully and should be kept clean and dry. Folding and creasing should be avoided.
- ❖ If the forms are folded or creased, best results will be obtained if the stack of forms is placed under some sort of weight for a while to flatten out the worst of the creasing.

In short, The OMR forms MUST NOT:

- ❖ be folded,
- ❖ be crumpled,
- ❖ be torn,
- ❖ be stained and
- ❖ have any writing anywhere except in the designated positions.

It is therefore important to ensure the most careful handling possible of the forms.

5.4. *Storage*

- ❖ Unused forms which have not yet been sent out should be kept in the packaging in which they were supplied until required for use.
- ❖ They should be kept in a clean, dry environment and extreme temperatures should be avoided.
- ❖ Forms which have been completed and are awaiting transportation/scanning should be unfolded and flattened where appropriate and should be kept clean and dry until ready for transportation/scanning.

5.5. *Following Instructions*

Care must be exercised not to ask questions that have become not applicable.

5.6. *Checking Completed Questionnaires*

One of the responsibilities of the enumerator is to check the questionnaire after the interview and before leaving the household, to be sure that:

- a) Every appropriate question was asked and all columns were filled in where they should be and the response codes (for pre-coded responses) are correctly shaded;
- b) All answers are clear and reasonable and the handwriting is legible so that others can make sense of your paraphrased responses as well as reading your writing;
- c) Filter instructions have been followed;
- d) Any errors have been corrected;
- e) The identification has been shaded and
- f) The totals for males, females and grand total have been shaded in appropriate boxes.

N.B. Arrange for a call-back if necessary

Check your work systematically as follows:

- a) Information identifying the household has been shaded in Section A;
- b) Totals for males; females and grand total have been shaded in Section H;
- c) Relationship and ages are consistent, e.g. children are not shown as being older than their parents, men are not shown as having born children, babies are not shown as having university education, etc;
- d) For females age 15-49 years, appropriate answers have been made as necessary in Section E;
- e) Education questions in Section C have been asked for all persons age 3 years and above;
- f) Activity questions in Section D have been asked for all those age 10 years and above and
- g) Write the household number on the self-adhesive label and stick it on the door of the dwelling unit.

Check work on the spot to avoid re-visiting the household. **It should not be necessary to copy a questionnaire as long as it is clear and readable.** Transcribing increases the chances of making errors. Never use scrap pieces of paper to collect information but record directly onto the questionnaire. Explain anything out of the ordinary in the space for comments.

When you are satisfied that all is in order, write your name and enter the date of the interview on the space provided in the questionnaire. Your name is your certification that the information on the questionnaire is complete and accurate.

5.7. *Action in Case of Non-Response*

Non – response occurs when the enumerator fails to secure an interview with a particular household (respondent) during the period of data collection. The principal reason for non-response is the failure to find respondents at home despite repeated visits. In such a situation, report to the supervisor.

6. The 2012 Population Census Questionnaire

The Population Census questionnaire is a means of collecting population information, including certain socio-economic characteristics, for the whole population.

In general, the sections of the questionnaire are as follows:

Section A:	Identification particulars of Enumeration Area and Household;
Section B:	Information on all members of the household. Even if some of the members of the household are temporarily absent when you visit the household, (e.g. gone for work), information on them is still required; (see sections 4.3 – 4.4). The same applies to visitors;
Section C:	School attendance, enrolment and level of education attained for those age 3 years and above;
Section D:	Labour force questions for those age 10 years and above;
Section E:	Fertility information for women age 15 – 49 years;
Section F:	Living conditions;
Section G:	Deaths in the household and
Section H:	Total number of people in the household by sex.;

Completion of the questionnaire, that is, Sections A to H, should follow the above order as far as possible.

Complete a separate questionnaire for each household. If a household has more than 8 members continue listing the members on the next questionnaire making certain that:

- a) the identification on the forms relating to a single household is the same;
- b) if more than one questionnaire is used for one household, indicate that additional questionnaires follow by marking the appropriate box.

Section H has also been provided for inserting the total number of males, females and total number of persons in the household.

Please note that if more than one questionnaire is completed for a household, information relating to Section F to H should be completed *on the last questionnaire* for the household. If more than six deaths have occurred in the household, continue to the next questionnaire. Only Section A will be repeated on the subsequent questionnaire(s).

None of the questionnaires are to be destroyed, as you will have to account for all the questionnaires issued to you, whether they are spoilt, filled in or blank.

The Age Determination table is given in Appendix 1, the Administrative District and Country Codes in Appendix 2, Census and Statistics Act in Appendix 3, explanation of the Geo Code System in Appendix 4 and the EA Summary Sheet in Appendix 5. The enumerator must complete the EA Summary sheet accurately upon completion of enumeration at each household.

7. Completing the Questionnaire

Section A: Identification

Before beginning an interview, fill the enumerator's number and the identification in the upper right hand corner of the questionnaire.

Provinces	Census Districts	Wards	Sector	EA	Household
are coded 0 to 9	are numbered serially in each province as follows: Rural District Council = 01 to 20, Urban District Council= 21 to 40	are numbered from 01 until all wards have been covered within an administrative district	code which qualifies the EA with codes 1-8 First digit for Sector, 2 nd for type of household	the EA code should constitute a serial numbering of the EAs demarcated in each ward	To be numbered serially within the EA by the enumerator

Section B: For all Persons

Begin by saying, "I would like information on **ALL** people who stayed at this household on the census night. This information is on the names of the persons, their relationship to head of household, their age and sex, survivorship of their parents etc. It is important that you give me as accurate information as possible about each person".

Q1 Household Composition

Always bear in mind that the count covers all persons, including visitors, who stayed the census night with the household. The procedure to identify households and their compositions will be as follows:

Firstly, identify the household that share the *same* dwelling unit by asking "Who stayed the census night here?", "Did these people have the same eating arrangements?", "Did these people have the same sleeping arrangements?" This should be done in a conversational and casual manner.

Secondly, identify the head of each household by asking "Who is the head of this household?" It is important that the head of the household be identified at this early stage as it is this individual who is going to be the chief respondent. The person should have been present during the census night (see section 4.3 and 4.4 regarding temporary absence).

When the head of household is temporarily absent, he/she should appear on the first line of the questionnaire.

Thirdly, explain to the head of household that you want information on all household members who stayed the census night with the household. Also inform the head of household that at a later stage you would ask questions on education, employment and fertility for specified age groups.

After listing the household members and checking that all those who spent the census night there have been included, **COMPLETE THE QUESTIONNAIRE COLUMN-WISE FOR QUESTIONS 1 TO 3 ONLY.**

The order of listing should be as follows:

- ❖ head, spouse, unmarried children;
- ❖ married children, their spouses and children;
- ❖ relatives of head and
- ❖ non-relatives.;

In situations where a man has more than one wife, all of whom stayed the census night in the same household, list the first wife with her children; followed by the second wife and her children, etc, with man as the head of the household.

For babies who have not yet been named, write “Baby of (mother’s or father’s name)” in the space for name before person number. Write both the first name and surname but where members of the household have the same surname, the first name and the first letter of the surname can be used for the members other than the head. This is illustrated in the following example with the following members – Mavis Kandiro, Tsitsi Kandiro, Moses Kandiro, Baby:

1. Mavis Kandiro
2. Tsitsi K
3. Moses K
4. Baby of Tsitsi (mother’s name)

In cases where a respondent refuses to give the first name, explain that the name is used only in relation to subsequent information. State that publication of information will only be in statistical form and at no time will names be published.

Please note that the name of the head of household should be entered on the first row, as person number “1”

Check the above information by reading out the names you have written down and then by asking the head of household if the list is correct. At this stage probing and observation is essential especially where you feel someone who is physically present at the time of interview has been left out, e.g. a domestic worker, baby etc.

It is important that everybody is counted!

Q2 Relationship to the head of household

The response categories are as follows: Head, Spouse, Son/Daughter, Parent, Grandson/daughter, other relative, not related. Where several persons who are not related by blood or marriage constitute a household, e.g. in urban areas, code one of them as the head and the rest as “*not related*”. Emphasis is on biological relationships to the head of the household.

Q3 Sex

If the person is around, you can observe the sex without necessarily asking the question but avoid inferring the sex of the person from names as there are unisex names i.e. names used by both sex like Chipso, Tapiwa, Blessing, Taurai, Siphso, Nhlanhla, etc.

Check the information provided for babies and infants and preferably from the mothers. You will not know the sex of a baby carried on its mother's back in which case you have to probe further and not guess.

Ensure that the spouse's sex is compatible with the relationship to the head of household.

Questions 4-27 should strictly be completed row wise. Ensure information is completed for each member of the household before proceeding to the next, as this will enable you to follow the skip pattern.

Q4 Age – Alternatively Ask “When was (name) born?”

Entries should be made in completed years as follows:

- ❖ “00” for children less than a year;
- ❖ actual ages for those age 1-97 years;
- ❖ “98” for those age 98 years and over;

Age is one of the most important questions as almost all analysis of data depends on respondent's age, for example, fertility rates calculated by age of woman etc. Be careful *not* to round up ages to the next birthday; the age of a child who is four years and eleven months should be recorded as 04 and not 05.

For calculation of ages, the following could be useful:

If day, month and year of birth are given, and then when the birthday is after the census night, the age should be 2011 minus year of birth; where the birthday is before the census night, the age should be 2012 minus year of birth.

To assist you with verifications of these calculations, an age determination table is shown in Appendix 1. In the table you have the decade on the left hand column and the last digit in the year of birth on the top row. Two rows of ages are then presented. The top row indicates the age when the birthday is before the census night, while the bottom row gives the age when the birthday is after the census night.

If year of birth is given and respondent cannot recall the month:

Subtract the year from 2012 to obtain age.

If the age is not known, probe to try to estimate age. This is time consuming and sometimes tedious, but it is important to take time to try to get the best possible information.

There are several ways that can be used to probe for age:

- ❖ You may ask about the year, month and day when the person was born.
- ❖ You may probe for age at last completed birthday, i.e. you may ask whether their birthday has passed in the current year, and when that was.

- ❖ In the case of a woman respondent, you may ask how old she was when she got married or had her first child, then try to estimate how long ago she got married or had her first child.
- ❖ It might be possible to relate the age of the person to that of someone else in the household whose age is reliably known.

If probing does not help, you may have to estimate the age as a last resort when all other efforts have failed. Avoid the use of IDs as a means of estimating a person's age because, more often than not, if a person does not know when s/he was born, the age on the ID is also wrong.

Q5 Birth certificate

The individual does not need to have the birth certificate on their person. If the certificate is lost or destroyed, the individual is considered as not having the certificate.

Q6 Place of birth

Birth place refers to the place where the birth actually occurred. For those born in Zimbabwe, enter the code referring to the relevant census district, i.e. the Rural Districts, the Urban Council Area (Municipalities, Town Councils and Local Boards) and for those born outside Zimbabwe, the code of the country of birth.

A list of the administrative districts and country codes is shown in Appendix 2 of this manual.

Q7 Usual place of residence

The usual place of residence refers to the place where the person normally resides and has been staying the longest time during the last twelve months.

For those who usually live in Zimbabwe, record the census district code and for those from outside Zimbabwe record the country code as per **Appendix 2**.

Q8 Usual residence during last Census in August 2002

This question applies to persons age 10 years and above. Enter census district code if usual place of residence last census was in Zimbabwe or country code if the person was out of the country during the last census. **The codes are in Appendix 2 of this manual.**

Please note that this does not necessarily mean the place where the person was counted but the usual place of residence. Those who were temporarily absent for such reasons as visiting relatives, or in hospital, or overseas for less than one year should be shown where they usually lived 10 years ago. For not known record code 999.

Q9 Ethnic origin

You should not infer the ethnic origin from the surname because there are Africans with English or Asiatic names. African refers to any black person, European refers to any white person and Asiatic refers to anybody originating from the Asian continent, i.e. Indians, Chinese etc. Mixed will include all coloureds of any combination. Record what the person tells you. 'Other' refers to ethnic origin not covered by those specified on the questionnaire.

Q10 Citizenship

Do not deduce someone's citizenship from the language an individual speaks or their country of birth. Record what the respondent tells you. As a way of probing you may ask if the individual has a passport and if so, the country that issued the passport.

NB: Citizenship is not the same as country of birth.

Country codes are in Appendix 2.

Q11 Current Marital status

This question should be asked members of the household age 15 years and above.

A man and woman who live together and who so regard themselves as husband and wife should be recorded as married. Thus in the main, the answer must be accepted as given by the respondent and not to question the legal aspect of the marital status.

If a person has been widowed or divorced and has since re-married, s/he should be recorded as married. Co-habiting is a form of marriage.

Divorce does not have to have gone through the court or other formalities for it to be considered as such. Thus it is the respondent who defines his/her marital status.

Please note that “*never married*” is not equivalent to “*single*” as the latter include those who have never married and those who have been married but are currently divorced/separated or widowed. “*Never married*” strictly refers to those who have never entered any marital union.

Q12 and Q13 Parental survivorship

These questions should be asked to members of the household who are 17 years and below including visitors in respect of the person's biological father and mother. In some cases, check with question 2 for consistency. Ask survivorship of each parent separately.

Q14 Disability

The intention here is to capture data pertaining to disability of a moderate to severe nature. The question should be asked to all persons.

Definitions:

- a) Impairment: is any loss or abnormality of psychological or anatomical structure or function. (It refers to organs/systems of the body).
- b) Disability: refers to any restriction or lack of ability to perform an activity in a manner within the range considered normal for a human being. (Refers to the person and function).
- c) Handicap: is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal (depending on age, sex, social and cultural factors) for that individual. (limitations experienced by people with disabilities in their interactions with society)

Example:

1. Impairment: Paralysis of lower limbs after injury.
Disability : Inability to walk

Handicap : Unable to get employment

Because there is no adequate transport, buildings are not accessible and potential employers do not wish to employ someone with a disability.

2. Impairment : Mild mental retardation

Disability : Difficulty learning

Handicap : Unable to attend school because teachers do not know how to work with children who are mentally retarded.

In Zimbabwe, the terms disability, impairment and handicap have been used interchangeably to refer to persons with disabilities. Reference has been made to children who are mentally handicapped, people who have visual impairment or people who are physically disabled. To the users, the meaning is only an exercise in semantics.

CLASSIFICATION OF DISABILITY FOR PURPOSES OF IDENTIFICATION

Disability is difficult because it is not a well-defined condition. Different countries have used different definitions and census methodologies to come up with estimates of prevalence rates. Developed countries have counted even those with minor disabilities as disabled while developing countries have only counted those that have moderate to severe conditions that need rehabilitation intervention. These are people whose conditions permanently prevent them from performing activities in a manner considered normal for human beings. A person may have minor impairment (e.g. amputation of two toes) but functions normally. Such a person is not considered disabled.

When identifying people with disabilities, the difficulties that they may have as a result of their conditions are classified as follows by World Health Organization:

- a Difficulty moving (physical disability)
- b Totally Blind
- c Difficulty seeing
- d Difficulty speaking
- e Deaf
- f Difficulty hearing
- g Difficulty learning/mental handicap
- h Chronic fits
- i Strange behaviour/mental illness
- j Lack of feeling in hands or feet/leprosy
- k Albinism

For the 2012 Census, Zimbabwe will classify people with moderate to severe disabilities according to the same categories.

EXPLANATION OF DISABILITIES AND EXAMPLES OF CONDITIONS THAT MAY CAUSE DISABILITIES

CONDITION:

a. Difficulty Moving

The person has difficulty on a part of the body such as the arms, legs, back or neck. The difficulty could be due to:

- ❖ Deformity as in club feet/scarring from burns
- ❖ Weakness/paralysis in arms or legs (spasticity).
- ❖ Joints that no longer straighten because muscles have shortened (contractures)
- ❖ Missing body parts - may be born that way or due to accidental/surgical amputations
- ❖ Loss of whole or part of upper limb – amputation
- ❖ Loss of use of one upper limb – deformity
- ❖ Loss of whole or part of lower limb – amputation
- ❖ Loss of use of one lower limb - deformity
- ❖ Loss of use of both lower limbs – paraplegia
- ❖ Loss of use of all limbs – quadriplegia
- ❖ Loss of use of upper and lower limb on same side of body - hemiplegia
- ❖ Deformity of spine

b. Totally Blind

- ❖ cannot see at all

c. Difficulty Seeing

- ❖ partially sighted
- ❖ has problems seeing details/clearly
- ❖ cannot see well in the dark
- ❖ cannot see objects that are far away
- ❖ cannot see objects that are very close
- ❖ blind one eye

d. Difficulty Speaking

- ❖ cannot speak
- ❖ cannot speak clearly enough to be understood
- ❖ no speech
- ❖ difficulty speaking (stammering and cleft palate)

e. Deaf

- ❖ do not hear at all
- ❖ deaf both ears (profound)

f. Difficulty Hearing

- ❖ Partially deaf
- ❖ may not hear words when people speak

- ❖ only hear when people speak loudly and clearly

g. Difficulty Learning (mental handicap)

- ❖ person not able to learn new activities as early as other people of his/her age;
- ❖ ranges from mild to severe retardation;
- ❖ development of sitting, crawling, etc may be slow;
- ❖ may be slow to respond to what others say and to what happens around her/him;
- ❖ may not understand as well as others what she sees, hears, smells and tastes;
- ❖ may not be able to express his/her needs or feelings in a way other people understand;
- ❖ may not understand the abstract;
- ❖ may remember what she/he has been told only for a short time;
- ❖ may have difficulty controlling feelings (can just scream, cry or have sudden bursts of anger without any visible external triggers).
- ❖ Learning disability e.g. - moderate, severe – Down's Syndrome/Microcephaly
- hydrocephaly

h. Chronic Fits : Epilepsy (Seizures, convulsions)

- ❖ It's a common condition characterised by brief periods of unconsciousness or change in mental state that are caused by injury to the brain
- ❖ The person is usually on continuous medication
- ❖ Can be mild to severe
- ❖ Mild fit – person stops whatever they are doing: stares unusual movements e.g. repeated units of the lips or hands
- ❖ Severe fits – person falls to the ground. Has strong uncontrollable movements and loss of consciousness

i. Strange Behaviour /Mental illness – mostly in adults

- ❖ It is **NOT** intellectual or learning disability
- ❖ behaviour change started at an older age;
- ❖ he/she has not always behaved this way;
- ❖ may not talk to anyone anymore;
- ❖ may talk too much, more than before;
- ❖ may become angry/excited for no reason or may frighten other people;
- ❖ may hear voices that other people do not hear or see things other people do not see (hallucinations);
- ❖ person may stop keeping clean or dressing properly;
- ❖ person may speak or move around in a strange way;

- ❖ may show no feelings or interest in other people;
- ❖ may start collecting rubbish and look less and less tidy;
- ❖ may believe that she/he is someone important;
- ❖ may begin to believe things that are obviously not true(paranoia).

j. Lack of feeling in hands and feet - leprosy

k. Albinism - people who have no skin pigmentation

Section C: Education

This section deals with participation at school, past and present, for all persons age 3 years and above. It includes participation at pre-school level hence we are asking for information relating to 3 year olds.

NB: for this section check with Question 4 (age) for consistency, particularly for children.

Q15 Ever attendance at school

“School” refers to full-time education in an institution like pre-school, primary, secondary school, post-secondary and tertiary institution. The attendance does not necessarily have to be for a full school academic year. For everyone age 3 or older, ask the question in column 15. Shade ‘1’ for persons who have ever been to school and ‘2’ for those who have never been to school.

- a) If the person has been to school, shade code ‘1’ for Yes and go to Q16.

	Q16- ACTION TO TAKE
YES (1)	ASK

- b) If the person has never been to school, shade code ‘2’ for No and go to Q20.

Q15's RESPONSE	Q16- ACTION TO TAKE
NO (2)	SKIP

NB: the response ‘No’ in Question 15 means the enumerator skips Q16-19 and goes to the next section on activity (which starts at Q20)

Q16 Highest level and grade of education completed

This question is asked on **persons AGE 3 YEARS** and above as coded in **QUESTION 4** and **have attended school (Code ‘1’ or YES) in QUESTION 15.**

The outcome of attendance does not matter, i.e. whether someone passed or failed, the education level is immaterial and is not necessarily an outcome of formal schooling.

The education system has undergone periodic changes. At one time primary education lasted eight years then changed to seven years. There was once the F2 system, which went up to grade 11 (eleven) in secondary school. All these systems must be made to conform to the system

currently in use. Furthermore, if a respondent was educated outside Zimbabwe, probe so as to find the Zimbabwe level of education that is equivalent to the respondent's level of education.

Equivalence between the old and new systems of education in Zimbabwe and the applicable codes are shown in the table below:

Level of Education: Primary		
Other Levels	Equivalents	Code
Sub A	Grade 1	1
Standard 1	Grade 3	3
Standard 2	Grade 4	4
Standard 3	Grade 5	5
Standard 4	Grade 6	6
Standard 5/6	Grade 7	7

If the person has attended school, you will record his/her educational attainment in column 16. Do this by using the codes given below. You will first record the level of schooling by recording the highest level the person ever attended, even if he/she did not finish that level. Then you will record how many grades the person completed at that level. For example, a man who completed all the grades of primary school would be Level 1, Grade 7. A child who is currently in the third year of primary school would be Level 1 and Grade 2 (she has not yet completed the third year). A man who left during his first year of secondary school would be recorded as Level 1 and Grade 7. If a respondent has been to secondary school i.e. level 2, but the grade (number of years) is not known use grade 4.

Codes for questions 16 and 19

Education Level	Education Grade
0 = Pre- school	1-3
1 = Primary	Grade 1-7
2 = Secondary	Form 1-6
3 = Higher	1- Certificate/Diploma after Primary 2- Certificate /Diploma after Secondary 3- Graduate/Post Graduate
9 = Not Known	
8 = None	8 = None

Check with Question 4 for consistency, particularly for children.

For someone who has never been to pre-school but is in grade 1, the codes would be 8 for level and another 8 for grade.

Any tertiary education is in level 3

Tertiary after Primary is Level 3 Grade 1

Tertiary after Secondary is Level 3 Grade 2

Any degree or postgraduate is Level 3 Grade 3

Q17-Q19 Current School Attendance

These questions are asked on persons AGE 3 to 24 YEARS as coded in QUESTION 4 and have attended school in QUESTION 15.

Q17

Q17 is similar to Q15 but is asking for information on current attendance. Shade the appropriate response. Depending on the response to Q17, the following are instructions on how to complete Q17-Q19

Scenario 1

If the person is coded '1' (Yes) on Q17, which means they are currently attending school, skip Q18 and go to Q19.

Q17's RESPONSE	Q18- ACTION TO TAKE	Q19- ACTION TO TAKE
YES (1)	SKIP	ASK

Scenario 2

If the person is coded '2' (No) on Q17, which means they are NOT currently attending school, ask Q18.

Q17's RESPONSE	Q18- ACTION TO TAKE
NO (2)	ASK

Q18

Ask whether the person attended school at any time during the current school year and shade '1' for Yes and '2' for No. The following are scenarios on how to proceed to Q19 depending on the response to Q18.

Scenario 1

If the person is attending school (code '1' 'Yes' on Q17) or attended school at any time during the current school year (code '1' 'Yes' on Q18) ask Q19. Ask what level and grade the person is/was attending, and record the level and grade.

Q17's RESPONSE	Q18 RESPONSE	Q19- ACTION TO TAKE
NO (2)	YES (1)	ASK

Scenario 2

If the person did not attend school at any time during the current school year (code 2 'No' on Q17 and Q18), skip to Q20.

Q17's RESPONSE	Q18- RESPONSE	Q19- ACTION TO TAKE
NO (2)	NO (2)	SKIP

NB: in Q15-16 we are considering grade completed whereas in Q17-19 current grade is being considered.

(For levels and grades refer to codes in question 16).

Section D: For Persons Age 10 Years and Above

The section dwells on what people age 10 years and above spent most of their time doing.

Definition of Key Terms

Job- a set of tasks and duties executed or meant to be executed by one person (ILO). Jobs are contracts (explicit or implicit) between a person and an institutional unit to perform work in return for compensation (or mixed income) for a defined period or until further notice.

Occupation - a set of jobs whose main tasks and duties are characterised by a high degree of similarity.

Economic Enterprise is defined as one in which at the end of the day one is capable of generating income in cash or kind.

Q20 Activity

To those who are 10 years and above, Ask “*What was (name)’s main activity in the last twelve months?* “ You may need to probe to insure that the respondent understands the concepts of activity.

The response categories are:

0 Paid employees: Permanent/casual/temporary/contract/seasonal:

This refers to an employee/ worker who worked for a public or private employer and are typically remunerated by wages and salaries but may be paid by commission or piece rates. Paid family workers, shop keepers, gardeners and house maids are also to be included here.

1 Employer :

This refers to a person who operates his or her own economic enterprise or engages independently in a profession or trade, and continuously hires one or more employees. Economic enterprise is defined as one in which at the end of the day one is capable of generating income in cash or kind. It should be emphasised that if one is employing a domestic worker he /she is not an employer since the household is not an economical enterprise. However, a housewife is continuously employing someone to sell e.g. freezits, sweets, airtime, vegetables, etc, to make some profits is considered an employer.

2 *Own account worker:*

These operate their own economic enterprise and work for their own consumption or profit. Own account workers can employ other workers without being classified as employers, as long as they do so on a non-continuous basis e.g. to help with the harvest or planting. Whenever, an own account worker continuously employs at least one employee he or she is classified as an employer. Examples of these are communal resettlement, peri-urban farmers, petty traders and carpenters. Both the head of household and spouse are considered communal, resettlement or peri-urban farmers. If another member of the household operates his or her own fields then he or she becomes a stand alone farmer.

3 *Unpaid family worker/contributing family worker*

It refers to those family members of the household who work without pay in an enterprise that is operated by the household but cannot be regarded as partners because their degree of commitment is not at the level comparable to that of the head of establishment.

4 *Looking for work/unemployed:*

These are persons aged 10 years and above who during the last 12 months were without work, were available for work and were actively seeking work.

5 *Student:*

A student is a person who attends a regular formal education institution, public or private. He /she should be a full-time or part-time student not usually engaged in an economic enterprise. University student, trainee teacher, apprentices, student nurses are also students.

6 *Homemaker:*

Homemaker is a person of either sex involved in the household chores in their own household e.g. fetching water, cooking, baby-sitting, etc and who do not work for pay or profit. If the person worked on the household business, s/he should be recorded as self-employed or unpaid family worker. Domestic workers engaged for pay should not be included in this category but under paid employee.

7 *Retired person/sick/too old:*

(NB: These are three combined categories)

Retired person is one who reports that for most of the last twelve months he was not engaged in any other activity because he has retired.

Sick-These are persons who are not engaged in any activity because of sickness.

Too old- These are persons who reported that they had no activities because of old age.

8 *Other (Specify):*

This refers to those not referred to in any of the above categories e.g. prisoner.

Q21 Main occupation and Q22 Specialization

Responses on occupation and specialisation are to be recorded firstly in the numerator's note book during an interview. Thereafter, the enumerator will code this information (*see Classification of Occupations Manual*) and shade in appropriate boxes on the questionnaire before leaving the premise.

Q21 Main occupation

For persons coded 0 – 3 in Q20 above, i.e., paid employees; employers; own account workers; unpaid family workers.

This refers to trade, or profession performed by an individual during the last 12 months, irrespective of the industry or status in employment of the individual. Where multiple occupations are common, the main or usual occupation should be determined. This is done by determining the duration of work in each occupation during the reference period.

For those with multiple occupations, i.e. when a person is involved in more than one occupation at a given time, e.g. government official who teaches part-time, or a teacher who enumerates during the census, record the person's main occupation i.e. where he/she spends most of the time.

The type of work should be recorded as fully as possible, e.g. shorthand typist; grade 3 carpenter; key punch operator; motor vehicle mechanic; panel beating foreman; etc. Avoid such unclear and one word descriptions as operator; foreman; driver; etc. Probe so that you put people in the correct category. If in doubt ask for a description for the main kind of work and note it in the comments section and seek guidance from supervisor at the earliest possible opportunity.

Q22 what was (name)'s field of specialisation?

This question is meant to collect information on vocational, professional or academic training for persons who have undergone such training at tertiary level. For persons level 3 in Q16 and code 0-4 in Q20.

Section E: For Women Age 15-49 Years

Introduce this section by saying, "Now I would like to talk to you about all the live births you have, (if you are talking to the respondent) or (name) has had (if respondent is a proxy). The live births I want information on are about children born alive who live with you, live elsewhere and those who have died".

Information on live births (fertility) should be obtained for all women age 15 to 49 years. Information should be requested of all of them irrespective of the marital status, whether or not they are visitors, at school, or you think they have never given birth to any children.

Effort should be made to get responses from the women themselves and permission to do this should be obtained from the head of household. Where the woman concerned is not present, a proxy should be used to answer the question.

Definition of Live Birth

A live birth is one which results in a child that shows any sign of life irrespective of the time or the period within which these signs are manifested e.g. crying, movement of limbs.

Before proceeding with the actual interview, identify all eligible women using the age of the woman. Lumping ages should be discouraged as it can be shown on the pyramid that the age distribution has been improperly entered.

Q23 Children ever born

(Check with question 3 and 4 for consistency).

There are four parts to this question and the order of asking them is as follows:

a. Has (name) given any live birth?

If the answer is “NO”, shade code '2' in column 'b' and skip to Section F.

If the answer is “YES”, shade code '1' and complete the other three parts of the questions as detailed in sections **c** to **h** below. It should be noted that the children referred to are the respondent's own children in biological sense and not foster children, e.g. children of the husband by another woman or children of another relative.

b. How many children born to you (or name) were with you (or her) on the census night?”

Record the number of males and females.

These children should have been present on the census night of Friday 17th August 2012 and be appearing as members of the household.

c. How many children born to you (or name) were elsewhere on the census night?”

Record the number of males and females.

These are children who are still alive but are not living in the household, e.g. they may be staying with some relative; are at a boarding school; have been given up for adoption or are grown up children who have left the household.

Further probing might be necessary as these children are not members of the household.

d. How many children born alive to you (or name) have died?

Make the appropriate entries under columns for males and females.

This information is extremely important and is the most difficult on which to obtain accurate data, because some respondents may fail to mention children who died very young. Probe by asking “*Any male or female who was born alive but only survived a few days or hours?*”

Some respondents may be reluctant to talk about it or may become sad or upset that you are asking such questions. Be tactful in such situations. Say you know the subject is painful but the information is important.

It is to be noted that faulty omissions do occur where:

- ❖ the child died in infancy;
- ❖ the child died after leaving the household; or
- ❖ the child was born to another man;

while at the same time faulty inclusions may occur for:

- ❖ still births;
- ❖ children born to the current husband by another woman;
- ❖ adopted children; and
- ❖ Grand-children.

NB: all questions asked in question 23 will ultimately give us the total number of children ever born by the woman.

Q24 Age at first live birth

The question refers to the age of this mother at the time of delivering the first live birth (not first pregnancy), and to be recorded in completed years.

This should be consistent with the answers on Question 4. Probe as in Q4 to obtain the age.

Q25-27 Last live birth

This includes even a last live birth of a child who later died.

There are three parts to the question as follows:

Q25 Date of last live birth

The answer required is the year and month of birth. “01” for 2001 and for the month code as follows:

January	= 01	May	= 05	September	= 09
February	= 02	June	= 06	October	= 10
March	= 03	July	= 07	November	= 11
April	= 04	August	= 08	December	= 12

For the year, enter the last two digits of the year, i.e. “92” for 1992;

Q26 Sex of last live birth

What is to be recorded is the number of boys and/or girls or zero if it is nil.

Q27 Survivorship of last live birth

Record the number of boys and/or girls who are still alive.

Multiple births, i.e. twins, triplets, etc, are accommodated because what is being recorded under the variables “sex” and “survival” of the last live birth are the numbers of boys and/or girls. The question to be asked should be modified to “*How many are still alive?*”

- ❖ Is this child still alive? If there was a single birth in Q26.

If the child is still alive and was with the mother on the census night, check that the age given in column for age of this child agrees with the year of birth.

Note that births occurring after the census night are not to be recorded.

Section F: Living Conditions

This section seeks information on the living environment and touches on such aspects as access to electricity and toilets, sources of drinking water etc.

Responses to Questions 28 to 33 are pre-coded and you have to shade the correct response.

Q28 Tenure status of the household

This refers to the arrangements under which the household occupies its living quarters in the nature of its right to be there. The categories, for which you are to shade the appropriate one, are:

1 Owner/purchaser

An owner or purchaser is one who owns the house or is in the process of buying it with a mortgage or through the Government's home ownership scheme or is renting to buy.

2 Tenant

A tenant occupies the whole dwelling unit and generally pays electricity and water charges to the urban authority as if she/he owned the property. The terms of renting are under a written agreement.

3 Lodger

A lodger rents whole/part of a dwelling unit, which belongs to an owner/purchaser or is under a tenant. Terms are not normally under a written agreement.

4 Tied accommodation

A person living in tied accommodation occupies it by virtue of his/her job. The accommodation belongs to the employer and is made available as part of terms of employment. If the person leaves the job, s/he is required to move out of the dwelling unit.

Examples of this type of tied accommodation include:

- ❖ plantation and commercial farm compounds;
- ❖ industrial and factory compounds;
- ❖ domestic workers' quarters;
- ❖ railways and other industrial accommodation;
- ❖ Staff houses provided in schools.

5 Other

This category includes those staying free in dwelling unit but constituting a separate household.

Q29 Type of dwelling unit

This refers to the kind of housing occupied by the household. Emphasis should be on dwelling units used only including the kitchen. Any other buildings are not necessary.

The explanations of these categories are as follows:

1 *Traditional*

This is the old style family settlement in which a number of buildings are made of pole and dagga/bricks with thatched roofs and are used for living.

2 *Mixed*

This type is found in old style family settlements where one or more of the buildings in a cluster are built of materials more modern than pole and dagga/bricks and thatch.

If, for example, one of the buildings is of brick with a corrugated iron roof and the rest are of pole and dagga, the type of dwelling is considered “mixed”.

3 *Detached*

This is a structurally separate dwelling that is built of materials other than pole and dagga. Access to the street is by means of a path, or step, directly on the pavement, not shared by other dwellings, and which can be properly regarded as part of the house and/or its garden. A main house (modern) and outbuildings (modern) on one stand/plot are considered as detached.

4 *Semi-detached*

This consists of one of two dwellings with a common wall between them, with their gardens separated by, e.g. a fence, hedge or wall and whose access to the street meet the conditions as given for the detached house.

5 *Flat/Town-house*

One of three or more dwellings in a line or row, divided by common walls, with their gardens separated by fences, hedges or walls, and whose separate accesses to the street meet the conditions as given for the detached house. In rural areas the supervisor is to check if such type of dwelling units is found.

6 *Shack*

Dwelling unit constructed out of any cheap, locally available material such as plastic and wood material.

7 *Other*

This may include temporary dwelling such as a tent, houseboat or bunker, caravan and wooden cabin that is not intended for permanent occupation.

Q30 Electricity

The responses, irrespective of source, are:

1 Yes

2 No

Q31 Water for drinking and cooking

The question asks for information on the:

- a) main water source; and
- b) The distance to that water source, measured from the kitchen.

The option 7 'Other' under question 31 includes: water tank and bowser.

If the main source of water varies during the year, record the source most usually used and if the main source is "*Piped water inside house*", then the distance is not necessary, and is automatically coded as "1" on the questionnaire. Probe to make sure that you obtain the correct source of water for drinking and cooking.

Q32 Toilet facility

This information can be used in obtaining a measure of sanitation level of the household since these facilities are important for disease control and health improvement. Please note that it is access to a toilet facility that is referred to here and not the ownership.

Some explanations on the categories are as follows:

1. *Flush toilet*

Water carries the waste down a pipe whether the water is piped onto the toilet or poured in by buckets.

2. *Blair toilet/VIP (Ventilated Improved Pit Latrine)*

A special ventilated pit latrine protected from flies and which ventilates odours away from the latrine itself.

3. *Pit toilet*

A pit or latrine dug into the earth.

4. *Communal toilet:*

Refers to a shared toilet, as in compounds.

5. *None*

Q33 Main source of energy for cooking

This refers to type of energy mostly used during the year.

The "other" category may include cow dung, straw, diesel etc.

If the household uses electricity, check whether the dwelling has electricity in Q30. Probe and make comments if the responses are inconsistent.

Section G: Deaths in the Household

Introduce section by saying, "In this section I would like to obtain information on all deaths that have occurred in this household in the last twelve months. The deceased persons must have been usual members of this household."

The data on deaths required here refers to deaths in the last twelve months of individuals who were living with the household. There is a slight shift from the de facto method to the de jure on this particular question on deaths. Members who usually lived with the household are to be captured. The deaths should not be confused with deaths in the family. Deaths that occur after the census night are not to be recorded.

NB: The ‘last twelve months’ refer to the period between September 2011 and August 2012.

The order of asking this question is as follows:

Q34-37 Deaths in the household in the last twelve months

First establish if there were any deaths in the household by asking “*Did any deaths occur in the household in the last twelve months?*” Shade the appropriate answer. If the answer is “Yes” establish the number of deaths and obtain, for each death, the following details:

Q35 Sex of the deceased

For babies and infants, one might need to probe further. Shade the appropriate response, i.e. either “1” for male or “2” for female and check the survival status of the infant born within “the last 12 months” reference period.

Q36 Age at death

This refers to age at last birthday of the deceased and entries in completed years should be made as follows:

- ❖ “00” for those under the age of 12 months;
- ❖ actual ages for those age “1-97” years;
- ❖ “98” for those age “98” years and over; and

Q37 Maternal mortality

For deceased women age 15 to 49 years in Q36 and for deaths other than from an accident:

Did she die while pregnant, giving birth or within/about 1 month after giving birth?

Please note that this question intends to identify women who died due to maternal causes. A pregnant woman, who for example, gets knocked down by a car, is not included.

Check responses given to make certain that you have recorded the responses correctly and accurately.

NB: If more than 6 deaths occurred in the household, then proceed to the next questionnaire to complete the information. Remember to fill in *Section A: Identification in such cases.*

Section H: Total number of Persons in the household

Check the total for males, females and grand total for the household and record these in the appropriate boxes.

Enumeration Administrative Details

After you have completed enumerating the households in the EA, check again to make sure that all the households have been covered .After you have checked and are satisfied with your work, record the physical address of the household, sign the questionnaire and enter the date of the interview.

If you reside in a household:

Have you been counted yourself?

Appendix 1: AGE DETERMINATION TABLE

If the birthday is before the census night, the age of somebody born in an identified year is the figure in the top left corner of the box. If the birthday is after the census night, the lower figure is the person's age.

		The last digit of the year of birth									
		0	1	2	3	4	5	6	7	8	9
The first 3 digits of the year of birth	191				98	97	96	95	94	93	
					98	97	96	95	94	93	92
	192	92	91	90	89	88	87	86	85	84	83
		91	90	89	88	87	86	85	84	83	82
	193	82	81	80	79	78	77	76	75	74	73
		81	80	79	78	77	76	75	74	73	72
	194	72	71	70	69	68	67	66	65	64	63
		71	70	69	68	67	66	65	64	63	62
	195	62	61	60	59	58	57	56	55	54	53
		61	60	59	58	57	56	55	54	53	52
	196	52	51	50	49	48	47	46	45	44	43
		51	50	49	48	47	46	45	44	43	42
197	42	41	40	39	38	37	36	35	34	33	
	41	40	39	38	37	36	35	34	33	32	
198	32	31	30	29	28	27	26	25	24	23	
	31	30	29	28	27	26	25	24	23	22	
199	22	21	20	19	18	17	16	15	14	13	
	21	20	19	18	17	16	15	14	13	12	
200	12	11	10	9	8	7	6	5	4	3	
	11	10	9	8	7	6	5	4	3	2	
201	2	1	0								
	1	0									

Appendix 2: ADMINISTRATIVE DISTRICT AND COUNTRY CODES

BULAWAYO	0	Chegutu	401	Kwekwe Rural	705
Bulawayo Urban	021	Hurungwe	402	Mberengwa	706
MANICALAND	1	Mhondoro-Ngezi	403	Shurugwi	707
Rural Districts		Kariba	404	Zvishavane	708
Buhera	101	Makonde	405	Urban Areas	
Chimanimani	102	Zvimba	406	Gweru	721
Chipinge	103	Sanyati	407	Kwekwe	722
Makoni	104	Urban Areas		Redcliff	723
Mutare Rural	105	Chinhoyi	421	Zvishavane	724
Mutasa	106	Kadoma	422	Gokwe Centre	725
Nyanga	107	Chegutu	423	Shurugwi	726
Urban Areas		Kariba	424	MASVINGO	8
Mutare	121	Norton	425	Rural Districts	
Rusape	122	Karoi	426	Bikita	801
Chipinge	123	MATABELELAND NORTH	5	Chiredzi	802
MASHONALAND CENTRAL	2	Rural Districts		Chivi	803
Rural Districts		Binga	501	Gutu	804
Bindura	201	Bubi	502	Masvingo Rural	805
Centenary	202	Hwange	503	Mwenezi	806
Guruve	203	Lupane	504	Zaka	807
Mazowe	204	Nkayi	505	Urban Areas	
Mount Darwin	205	Tsholotsho	506	Masvingo Urban	821
Rushinga	206	Umguza	507	Chiredzi Town	822
Shamva	207	Urban Areas		Renco Mine	823
Mbire	208	Hwange	521	HARARE	9
Urban Areas		Victoria Falls	522	Harare Rural	901
Bindura	221	MATABELELAND SOUTH	6	Harare Urban	921
Mvurwi	222	Rural Districts		Chitungwiza	922
MASHONALAND EAST	3	Beitbridge Rural	601	Epworth	923
Rural Districts		Bulilima	602	AFRICAN COUNTRIES	
Chikomba	301	Mangwe	603	Zimbabwe	000
Goromonzi	302	Gwanda Rural	604	Botswana	941
Hwedza	303	Insiza	605	Malawi	942
Marondera	304	Matobo	606	Mozambique	943
Mudzi	305	Umzingwane	607	South Africa	944
Murehwa	306	Urban Areas		Zambia	945
Mutoko	307	Gwanda	621	Other African Countries	949
Seke	308	Beitbridge Urban	622	OUTSIDE AFRICA	
UzumbaMarambaPfungwe (UMP)	309	Plumtree	623	United Kingdom	951
Urban Areas		MIDLANDS	7	Other European Countries	952
Marondera	321	Rural Districts		American Countries	953
ChivhuTown Board	322	Chirumhanzu	701	Asian Countries	954
Ruwa Local Board	323	Gokwe North	702	Other Countries	959
MASHONALAND WEST	4	Gokwe South	703		
Rural Districts		Gweru Rural	704		

Appendix 3: CENSUS AND STATISTICS ACT (CHAPTER 10:29)

1 Act

In addition to the above provisions, paragraph (b) of subsection (1) of Section 17 of the Census And Statistics Act (Chapter 10:29) states that no report containing particulars comprised in any statistical return such as will identify the particulars of the person by whom or on whose behalf the return was made shall be disclosed to anyone who is not employed in carrying out the provisions of this Act without written permission of the person by whom or on whose behalf the return was made.

The breaching of any of the foregone provisions will constitute an act of misconduct for which the perpetrator may be found guilty and liable to punishment.

2 Powers of Entry

The Census and Statistics Act (Chapter 10:29) by section 18 empowers an officer who has been properly appointed to take a census or collect statistics to enter and inspect any land and any premises other than a dwelling house and make such inquiries as may be necessary for the performance of his/her duties under this Act.

3 Secrecy

Official Secrets Act (Chapter 11:09)

Employees engaged in the enumeration will be required to observe the provisions of the Zimbabwe Official Secrets Act (Chapter 11:09) which, in short, forbids by the following sections: -

- S3. To indulge in any espionage activities prejudicial to the safety of Zimbabwe.
- S4. To communicate information on any secret official code or password or an model, article, document or information given to him/her under oath of secrecy.
- S5. To perform any acts which are prejudicial to the safety or interests of Zimbabwe.
- S6. To obstruct people guarding certain prohibited places or loitering near such prohibited places.
- S7. To harbour or conceal certain persons and failing to report information relating to foreign agents who are likely to prejudice the safety or interests of Zimbabwe.
- S8. To communicate with foreign agents proof of certain facts which may be useful to an enemy in his/her endeavours against Zimbabwe.

4 Acts of Misconduct

All employees engaged in the 2012 Census will be subject to the Public Service (Disciplinary) Regulations, 1992. The following acts contained in the Second Schedule (Section 2) of the above regulations are deemed acts of misconduct by the following paragraphs: -

- P1. Absence from duty, including any abuse of sick leave, without good cause.

- P2. Improper, negligent, inefficient or incompetent performance of duties.
- P3. Failure to perform any work or duty properly assigned, or failure to obey lawful instructions, including circulars, instructions or standing orders issued by the Commission, the Treasury or the Accounting Officer.
- P4. Improper, threatening, insubordinate or discourteous behaviour including sexual harassment, during the course of duty, towards any member of the public.
- P5. Hindering or obstructing any member of the Public Service in the discharge of his/her duty.
- P6. Unbecoming or indecorous behaviour, during the course of duty, including the consumption of intoxicating liquor or drugs to excess.
- P7. Unbecoming or indecorous behaviour, including the consumption of intoxicating liquor or drugs to excess, at any time or place in any manner or circumstances likely to bring the Public Service or any part thereof into disrespect or disrepute.
- P8. Theft of or failure to take reasonable care of or to account for, or making improper or unauthorized use of public moneys or the moneys of any statutory body, statutory fund or local authority.
- P9. Theft of or failure to take reasonable care of, making improper or unauthorized use of State property or the property of any statutory body, statutory fund or local authority, including motor vehicles, or failure to take adequate steps to ensure that reasonable care is taken of any such property, or failure to report at the earliest opportunity any loss thereof of damage thereto.
- P10. Failure to repay, within the stipulated period of repayment, any moneys advanced by the State or by any statutory body, statutory fund or local authority.
- P11. Unauthorized or improper disclosure or use of classified or confidential information.
- P12. Making or offering or accepting or receiving a bribe, gift or any other favour in connection with the discharge of duty.
- P13. Failure to report improper conduct on the part of any member of the Public Service.
- P14. Making a false report, accusation or statement against any member of the Public Service.
- P15. Practicing nepotism or any other form of favouritism in making or recommending any appointment or promotion to any post or office, whether within or outside the Public Service.
- P16. Making any false claim or return, including any claim for travel or subsistence.
- P17. Falsification of any official document or recording or causing to be recorded therein any false or incorrect information.
- P18. Giving false or incorrect evidence or information or failure to disclose material evidence or information in relation to any inspection, examination, investigation or inquiry in terms of these regulations or the General Regulations.

- P19. Failure to disclose any personal information relevant to any matter connected with the discharge of duties; and
- P20. Engaging in any activities or acts which are inconsistent or which have conflicting interests with your duties whether for remuneration or not, including the abuse of authority.

Appendix 4: GEO-CODE SYSTEM

1. Objective

The purpose of the Geo-code system is to enable a unique coding of the delimited census areas down to the smallest unit defined, i.e. the enumeration area (EA). The 2012 Population Census will use the ten digit code similar to that used in the 2002 Population Census

2. Explanation of the 10 - digit system

Province	District	Ward	Sector	EA

The 1st digit (Province)

The first digit (1) defines the province to which an area belongs. Province in this case refers to the ten existing provinces.

The codes for the ten provinces are as follows:

1	Manicaland
2	Mashonaland Central
3	Mashonaland East
4	Mashonaland West
5	Matabeleland North
6	Matabeleland South
7	Midlands
8	Masvingo
9	Harare
0	Bulawayo

The 2nd and 3rd digits (District)

The second and third digits (2 & 3) define the Rural District and Urban Council Areas within each province. Within each province each administrative district is given a serial number starting from 01 and continuing upwards alphabetically until all districts in a province have been assigned codes.

Urban Council Areas (Municipalities, Town Councils and Local Boards) are given separate codes in the "district block" of the geo-code system. The serial codes to be given within a province would start from 21 and continue upwards until all such areas have been covered.

The 4th and 5th digits (Ward)

The 4th and 5th digits (4 & 5) are used to define wards within a Rural District/Urban Council. All the Wards are given a serial code starting with 01 and continuing upwards until all wards have been covered. The existing numbering of Wards should be used. However, in districts

where the numbering of Ward areas has been repeated by starting at Ward One (1) and continuing upwards for different land use sectors in the district, the Census geo-code numbering of wards will change the existing numbering into serial numbers covering the wards of the whole district.

The 6th digit (Sector)

The 6th digit is a sector code, which gives the land use type of area that is covered by particular EA. In order to cover the types of areas found in Zimbabwe the full range of digits from 1 to 8 is used. The range of definition for this code is as follows:

Land Use Sector
1. Communal Land
2. Small Scale Commercial Farming Area
3. Large Scale Commercial Farming Area
4. Resettlement Area
5. Urban Council Area
6. Administrative Centres (Districts)
7. Growth point, Other Urban Area e.g. mine and service centre
8. State land e.g. national parks, safari areas. Special Category EA – Army Camp and Prison

In cases where categories 5 and 6 and categories 6 and 7 overlap, the code to be used in the first instance is code 5 describing an Urban Council Area. In the second case the code describing an Administrative Centre is used.

The 7th digit (Type of Household)

The seventh digit will stand for type of household. There are two types of households in the census, the private and collective households. The collective households include households in special category EAs. The codes are as follows:

1. Private Households
2. Army Camp
3. Prison
4. Police
5. Health Institution
6. Educational Institution
7. Hotel/Guest House/Lodges
8. Refugee Camp/Squatter Camp
9. Other collective groups (nomadic, transit, orphanage, old people’s home etc).

For example, for the geo-code, 5010617010 the sector code 17 is used for persons found in a hotel or guesthouse in an EA in communal lands e.g. Masumu Lodge in Binga district. During the 2011 Pilot Census and the 2012 census each household will have a separate questionnaire completed (each person for collective households) then the full code will be used with sector

code reflecting both land use and type of household. Only this way can we capture and tabulate data on collective households, which are in EAs with predominantly private households. Before the census enumerators go for data collection they will copy the geo-code but leave out the space for the seventh digit blank. This code will be filled in after establishing the nature of the household.

The 8th, 9th and 10th digits (Enumeration Area Number)

The 8th, 9th and 10th digits (8, 9 and 10) are used to give a unique code to each EA.

The eighth and ninth (8 and 9) digits give a serial numbering of the EAs in a Ward.

A three-digit code is used for coding EAs. The 10th digit will allow the splitting of an EA in future while maintaining its original identity.

The example below shows how EAs will be split:

If in 2012 EA 5011217030 is found to have grown in size up to three times the population. The following EAs will be created:

The area will be split into 3 EAs. One EA will be assigned the code 5011217030; the other two will be coded 5011217031 and 5011217032. For any geo-code therefore if the last digit is zero it will have a parent EA. This way data from past censuses or surveys can be compared since it will refer to the same areal units.

During the mapping exercise all EAs will end with a zero digit since a new geo-code system is being used. Changes in the EAs mapped in 2000/2001 period will be reflected when the household surveys sampling frame is updated after the 2012 census.

In using this geo-code system, assigning of codes to areas at lower levels should be done within the framework of the level immediately preceding it – i.e. the serial numbering of areas should be done within, for example, the framework of each individual province in the case of districts, and within the framework of each individual district in the case of wards. It is imperative that each area is assigned a unique code that can only refer to that particular area. It is also imperative that no gaps or overlaps between areas occur. Finally, the areas defined at lower levels must in their aerial extent be completely defined within the area preceding at the next higher level, and hence, ensure that no crossing of defined province, district and ward boundaries occurs.

An example of the Geo-code System for Matabeleland North, Nkayi District Matabeleland North – Provincial Code (5)

Nkayi district – District Code (505)

Ward Name	Ward Code	Sector	Household Type	Enumeration Area	
				Name	Code
Jojo West	01	1	1	Mbalabala	010
		1	1	Mawala	020
		1	1	Nhlabathi	030

		1	1	Mgwena	040
		1	1	Jonathan	050
		1	1	Mapisa	060
Jojo East	02	1	1	Magodi	010
		1	1	John	020
		1	1	Zamani	030
		1	1	David	040
		1	1	Zulu	050
		1	1	Jonas	060

According to the geo-code system every EA should be assigned a unique code consisting of ten digits.

First digit	Province Code
Second and third digits	District Code – starting from 01 upwards till all districts have been covered. Urban Council Areas start from 21 and continue upwards.
Fourth and fifth digits	Ward Code starting from 01 upwards till all wards have been covered
Sixth and seventh digits:	Sector digits describing the land use and type of household of particular EA.
Eighth, ninth and tenth digits	EA code is a serial number of the EAs demarcated in each ward.

Note:

In this appendix the general geo-code system, which will be applied in most of Zimbabwe, is described. However, in some cases special methods may have to be used. It may happen that the wards in the biggest cities are more than 99 “normal” EAs must be used. In these very rare cases we will either use larger EAs (and then use more than one enumerator in these large EAs) or divide the ward for census purposes in two parts.

Agriculture (Type of Farming)

1. Small Scale Commercial Farming
2. Large Scale Commercial Farming
3. A1 Resettlement Scheme
4. A2 Resettlement Scheme
5. Old Resettlement Scheme

Type of farming is not part of the GEOCODE, it is part of the household data just like the living conditions. The categories are as indicated above. **Only households coded 4 in land use sector need a code under type of farming.**

Appendix 5: Enumeration Area Summary Sheet

(To be filled in by Enumerator)

Province		District			Ward			Sector			EA			
Household Number			Males			Females			Total					
Total														

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