

Guide for Training Enumerators

2010 Census

National Statistical Office

Government of [Country Name]

Capital, [Country Name]

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INSTRUCTIONS TO TRAINER

The key to an effective training session is preparation. If you are prepared in advance, your confidence will be apparent to the trainees. No amount of classroom techniques or showmanship can overcome the handicap of not knowing your subject matter.

A. STUDY THE TRAINING MATERIALS IN ADVANCE OF THE SESSION

Read and study all the training materials well in advance of the session, which includes this training guide and any manuals, workbooks, questionnaires or other materials used in the training session. Don't be concerned about your presentation during this initial reading; concentrate instead on understanding the operation. If you do not understand a particular part, look for additional information in the manual. If necessary, ask your supervisor for assistance. Be certain that you understand every phase of the operation before the training sessions begin.

B. SCAN AND REVIEW THE TRAINING GUIDE

Scan and review the entire training guide several days before the session begins. At this point, begin to concentrate on your presentation and the types of questions the trainees are likely to ask.

C. PREPARE FOR THE SESSION

C1. *Seating Arrangement*

- a.) Arrange the seats and tables so each trainee can easily hear you and see any training aids you may use. Provide enough table space so each trainee has room to spread out various training aids if necessary.
- b.) Organize the room so that you are facing the door. This assures less disruption and distraction if someone comes in or goes out.

C2. *Name Cards*

Prepare name cards for the trainees in advance of the session. Then prepare a seating chart, keeping in mind that those trainees with a sight or hearing problem should be seated toward the front of the room.

C3. *Have Materials Ready*

There is a list of materials needed by both you and your trainees at the back of this chapter. Several days before the training session, make sure you have all the needed materials. Note those places in the training guide which ask you to demonstrate or hand materials to the trainees, then have the materials organized and on hand so you don't interrupt the session by having to search for them.

C4. *Scan and Review Each Day's Training the Night Before*

Scan and review each day's training the night before. By now you should be thoroughly familiar with the materials, and this review will serve as a refresher.

C5. *Final Steps*

- a.) Place the training materials at each trainee's place (see materials needed in section G).
- b.) Verify that the lighting and ventilation are adequate.
- c.) Determine the locations of water fountains, rest rooms, lunch facilities, and smoking areas. Give the trainees this information at the beginning of the session.

D. HOW TO USE A VERBATIM TRAINING GUIDE

D1. *Why the Census Use Verbatim Training Guides*

The training guide that we use here is called *verbatim* because they are to be read word-for-word to the trainees.

- a.) Verbatim guides ensure uniform training. At the same time you are training your group of trainees, all other crew leaders will be using the same training guide in other sessions.
- b.) Verbatim guides control the cost and time of training. The entire training package suggested schedule is on the inside front cover of this training guide. A specific amount of money is budgeted for the training of each census operation. Through the use of uniform training, the costs will remain within the budget, and the trainees will receive standardized training to prepare them for their jobs.
- c.) Most supervisors do not have the time or resources to design and prepare a training program. The guide frees the supervisor from the burden of preparing his or her own training program.

D2.) *Rules for Using a Verbatim Training Guide*

- a.) Read this guide word for word when training. The text you are to read aloud is typed in lower-case letters and looks like this:

Good morning. I am _____. Today I am going to tell you about your job.

- b.) This verbatim guide is being used in modified form in several different places. You may need to adapt your instructions slightly if some other place is used as example. When this happens, put in information about your own country instead.
- c.) Follow instructions in the guide carefully. A number of symbols are used throughout the guide to tell you what to do, for example:
- 1) A "Q" always precedes a question you are to ask, and an "A" always precedes the expected answer.

For example:

- Q. Can you tell us some of the uses of census or survey figures, Mr(s). _____?
- A. They are used to determine eligibility for grants, funding for public works, education, job training, redistricting of a legislature, etc.

You may not always receive the answer exactly as worded in the training guide, but the answer should include the information shown.

- 2) A line following a question means you should call on a trainee by name to answer the question or to carry out the action that you ask for.

For example:

- Q. What introduction do I use, Mr(s). _____?

- 3) Words in parentheses and in upper-case letters are instructions to you. *Do not* read these instructions aloud, just take the action.

For example:

(GIVE EACH TRAINEE A COPY OF THE MANUAL)

- 4) Pause briefly whenever you come to dashes located within a sentence, the instruction to (PAUSE) is usually located between two sentences or paragraphs.

For example:

Write down these numbers as I read them to you.

(PAUSE)

The numbers are: 001 – 005 – and 006.

- 5) Boxed items are illustrations of materials trainees are asked to read to themselves. Reading the materials in the guide will prepare you for questions and help you allow proper time for the trainees' reading.

For example:

Plans for the 2010 Census

The 2010 Census will be a count of the population and living quarters/dwelling units in [Country Name]. Each person and each living quarters/dwelling units will be enumerated.

Enumerators will travel every road and path to identify all places where people live or could live, and complete a census questionnaire for every living quarters/dwelling units.

E. CLASSROOM TRAINING TECHNIQUES

E1. *Signs to Watch For*

Although the training guide tells you what to say and do throughout the session, merely reading a guide does not ensure an effective training session. Only you, the trainer, can make the session effective. You must watch for signs that reflect how well the trainees are learning and how well you are holding their attention. Signs to watch for include trainees' participation in class, their answers to your questions, and their own questions to you.

E2. *Techniques to Use*

If you follow the training techniques listed below, you should be able to sustain the attention of the class and will guide the trainees to an effective learning experience.

- a.) Study this guide (See page 3).
- b.) Know the other training materials (See page 8, under "F").
- c.) Stand when you conduct training. In doing so, you will gain in two ways. First, you will have better control of the class because you can see each trainee and the signals of frustration, hearing difficulty, doubt, etc., that his or her face reflects. Second, your voice will carry better without undue effort on your part.
- d.) Maintain eye contact with your trainees. Look up from your reading

whenever you see (*pause*) and at the end of a paragraph. If someone looks confused or troubled, stop to ask the person if he or she is having any problem understanding the material. As you gain experience, you will master keeping eye contact while reading. You might find it helpful to use a pencil or your finger on the guide as you read to allow you to look up without losing your place.

- e.) Guard against distracting habits such as jingling coins, twirling a pencil, or tossing chalk. You do not need to remain completely still, but remember that you want your trainees to pay attention to what you are saying.
- f.) Speak clearly and convincingly.
 - 1) Make sure everyone in the room can hear you without difficulty.
 - 2) Read at a normal rate of speed. Reading too fast or too slow will cause the class to lose attention.
- g.) Admit it if you don't know an answer.
 - 1) Do not fumble around for an answer or, still worse, give the wrong one. Never bluff!!
 - 2) Look up the answer with the help of the class.
 - 3) If the subject is not covered in your materials, tell the class you will give them the answer after you speak to your supervisor. Then be sure that you do.
- h.) Read the guide exactly as it is written. Do not omit anything unless you are instructed otherwise.
- i.) Limit discussions. Class participation is a key to effective training, but it must be used wisely. Do not let trainees' eagerness throw the session far off schedule. The following techniques will help you control the class without destroying the trainees' willingness to participate.
 - 1) If a trainee asks a question about a point covered later in the guide, tell him or her to hold the question because you will cover it later. Sometimes, you should ask the trainee to make a note and hold a question even if you do not know if it is covered later in the guide. Most questions anticipate material which will be covered later in the training.
 - 2) If a discussion gets out of hand, interrupt the discussion. Tell the trainees why you must end the discussion, and then continue with the guide. If a trainee persists in pursuing a point, ask him or her to see you during a break, at lunch, or after class. Remember, you are

working on a schedule, and you must make every effort to complete the training within that time.

- j.) Do not call on the eager trainees all the time. Try to bring your more reserved trainees into discussions.
- k.) Encourage trainees to learn. Be tactful when handling incorrect answers. Do not embarrass the trainee, but try to lead him or her to the correct answer. Acknowledge correct answers by saying, "good job Mr(s) _____," "that's right," etc.
- l.) Use practice exercises and interviews effectively. This guide contains many practice exercises and interviews. These are the most important parts of the training because they give the trainees opportunities to practice tasks they will do on the job. You must monitor these sections closely to be sure trainees perform correctly. Bad habits learned in training will carry into actual work. Correct errors in class before the trainees begin work. Do the following for each practice exercise or interview:

Read the directions to the class slowly and clearly. Be sure each trainee understands what is expected. Repeat the directions if necessary. See that trainees have the necessary materials.

- m.) Follow time directions for the exercises. Certain class exercises have been designed to occupy specific periods of time. You will see directions in the guide to time these exercises. Write the starting time on the guide page as a reminder. Then stop the exercise promptly even if some trainees are not through. It is important that every trainee makes a conscientious effort to work the exercises, not that each one fills every answer blank in the workbook. Extend the time only if you are running ahead of the suggested schedule.

F. *TRAINING MATERIALS*

F1. *Materials for the Instructor*

Population and Housing Questionnaire
Individual Census Report
Enumerator's Manual
Privacy Notice
Envelope for Individual Census Report
Guide for Training Enumerators (This guide)
Enumerator Workbook
Training Visitation Record
Name Card
Questionnaire Reference Book (if not part of the Enumerator's Manual)
Pencils and Pens
Record of Training

Oath of Office
Daily Pay and Work Schedule
Eraser
Holder Badge, clip-on ID
Marker
Pad
Census Map Pouch
Materials for Each Enumerator Assignment

F2. *Materials for Trainees*

Population and Housing Questionnaire
Individual Census Report
Enumerator's Manual
Questionnaire Reference Book (if not part of Enumerator's Manual)
Privacy Notice
Envelope for Individual Census Report
Enumerator Workbook
Training Visitation Record
Enumerator ID card
Pencils / Pens
Sharpener
Holder Badge, clip-on ID

FIRST DAY OF TRAINING

CHAPTER A. ORIENTATION AND INSTRUCTION

NOTE TO THE TRAINER: INSTRUCT YOUR TRAINEES TO REPORT TO THE TRAINING SITE BETWEEN 8:00 A.M. AND 8:30 A.M. FOR ORIENTATION AND TO COMPLETE THEIR APPROPRIATE FORMS (AS INSTRUCTED BY YOUR SUPERVISOR). ALL TRAINEES SHOULD COMPLETE THE PAPERS BEFORE TRAINING BEGINS.

THE TEXT THAT YOU WILL READ TO YOUR TRAINEES BEGINS ON PAGE 11. READ THE MATERIAL ALOUD, WORD FOR WORD (AND FOLLOW THE INSTRUCTIONS IN PARENTHESES) TO ADMINISTER THE OATH OF OFFICE AND TO TRAIN YOUR GROUP.

IF ANY TRAINEES COME LATE, HAVE THEM COMPLETE THEIR APPROPRIATE FORMS DURING A BREAK OR DURING LUNCH; SWEAR THEM IN AT THAT TIME USING THE VERBATIM TEXT.

A. AS THE TRAINEES ARRIVE

A.1 *Introduce Yourself*

Good morning, welcome to the training session for enumerators for the 2010 census. My name is _____ and I am here to train you to be enumerators. I will be your trainer. [If you will also be the supervisor, say: "I will also be your supervisor"]

Before we begin, let's take a few minutes to get acquainted. (HAVE TRAINEES INTRODUCE

THEMSELVES. AS THEY DO THIS, MARK AN "X" IN THE APPROPRIATE COLUMN OF ATTENDANCE REPORT – RECORD OF TRAINING. LATER, CONTACT ANYONE WHO DID NOT SHOW UP.)

Let's talk for just a moment about your job. The Census hired you as enumerators. This means you are responsible for completing the census in the area assigned to you. You will go out and canvass, list addresses, map spot, conduct interviews, and complete questionnaires. You also will update the map when necessary.

There are two short breaks scheduled each day during the classroom training – one in the morning and one in the afternoon. You will have approximately one hour for lunch. (TELL THE TRAINEES WHERE REST ROOM(S), WATER FOUNTAIN(S), EATING FACILITIES, DESIGNATED SMOKING AREA(S) IS/ARE LOCATED.)

(WHEN ALL THE TRAINEES HAVE COMPLETED THEIR APPROPRIATE FORMS, HAVE THEM GIVE YOU ALL THE FORMS. THEN USE THE VERBATIM TEXT BELOW TO ADMINISTER THE OATH OF OFFICE TO THE ENTIRE GROUP.)

Now that you have completed most of your paperwork, we have an important step to take before you officially become employees of the Census Office. You have to take the oath of office. You must give your solemn promise not to reveal the personal information you will be handling as census enumerators.

You have a copy of the oath of office. It looks like this.

(HOLD UP COPY OF OATH)

Please read it and look up when you are finished.

(ALLOW TIME)

I will now administer the official oath of office.

Please stand, and raise your right hand and repeat each phrase after me. State your own name immediately after the word "I." (TELL TRAINEES NAME OF EMPLOYER TO INSERT AFTER "AN EMPLOYEE OF.")

(READ OATH CAREFULLY AND SLOWLY, PAUSING WHERE INDICATED TO ALLOW TIME FOR TRAINEES TO REPEAT THE PHRASE.)

"I, (state your name), / an employee of [Country Name] / assigned to assist in conducting / a census for [Country Name], / do solemnly swear (or affirm) / that I will not disclose any information / contained in the forms, questionnaires, or statements / obtained for or prepared by the 2010 Census, /to any person or persons."

Please be seated.

With the oath, you officially became employees of the Census Office. Now each of you please bring your copy of the oath and sign your name in front of me. I will keep the copy of the oath in

your personal folder.

(ALLOW TIME)

An important responsibility of your job is that of protecting the confidentiality of census information. During your work as an enumerator, you are going to be collecting confidential census information. You must NOT show any materials you collect to anyone who is not a SWORN CENSUS EMPLOYEE. This includes your husband, wife, or any other members of your family, or friends.

One of the reasons the National Statistical Office (NSO) is successful in collecting information is that people know that we swear the census workers to secrecy. This is not only a law, it is a tradition that the Our Country's Statistical Office is proud to uphold.

The Government of [Country Name] provides that the NSO can only publish information given to the Census in summary form – never in a way that would identify a specific individual. The same law prohibits the [Country Statistical Office] from passing on information about individuals to any other government agency – National or local. Census information cannot be used for regulation, taxation, or investigation.

Under that law, you can be penalized if you reveal any information about individuals, their households, or their places of residence to any unauthorized person. Do not permit unauthorized persons to accompany you while you work, or to see census forms or records. Do not discuss who you visit or what you are told in your work. This restriction applies to members of your family and friends. The only "authorized" persons are sworn Census Office employees.

(PAUSE)

Not only do you have to refrain from discussing information about individuals and prevent people from looking over your shoulder while you work, you have to safeguard your records and materials.

Do not leave materials in your car overnight, or lying around the house where family or visitors might pick them up. Take the simple precaution of carrying your materials into your home and putting them away in a drawer or cabinet.

If something should happen, and you lose part of your materials such as a filled-out questionnaire, report that to me right away.

Are there any questions?

(ANSWER QUESTIONS)

Again, my name is _____. My job is to train you, to supervise your work, and to help with any problems you may encounter on the job. You can reach me at this telephone number:

_____.

I am reading from a verbatim training guide. This means that I am reading everything to you word for word.

(PAUSE)

We will be involved in collecting census information about persons and characteristics.

Here is how it works – in general terms. You will travel every road and path in order to obtain census information about persons and the housing they live in. Your job is to make sure that you conduct an accurate and complete count of the people and living quarters / dwelling units in your assignment area.

(PAUSE)

During your days of training, take an active part in what happens here.

You are responsible for learning your job, and the more you learn here, the easier your job will be in the field. When I call on you to take part in class, do not be afraid to make a mistake. If you happen to make a mistake here, we can correct it together before you begin the actual enumeration.

Let me encourage you to ask questions. If something in the training is not clear, raise your hand and ask. If I do not know the answer, look for it in the Enumerator's Manual. If we cannot find the answer together, then I will contact someone to get the answer for you.

Because of the time schedule, there will be times when I'll have to cut off discussion on a question or problem. Many times, I'll cover the answers later in the training.

Now open your training kit and take out your ID card and plastic ID card holder.

(ASSIST IF NECESSARY)

All Census Office employees must wear an official identification card when they are working.

As you can see, the NSO designed it as a badge. The expiration date is on the front. Read the card to yourselves and sign it. Then put it in the plastic holder and pin (or clip) it on.

(ALLOW TIME)

Remember, you must wear this identification badge whenever you are working. If you lose it, report the loss to me immediately. Are there any questions about the ID badge?

(ANSWER QUESTIONS)

Let's talk now about the main operations of the census and your duties and responsibilities.

The 2010 census is a count – or inventory – of the population and housing of [Country Name].

As the country has grown and developed, the need for basic, statistical information has increased greatly. The government of [Country Name] is no longer the only user of census statistics.

Accurate census information can be very important for our Country and the local community. Your political influence in the National and in the local government could be affected if the full population is not accounted for.

Our pocketbooks could be affected, also. The National government now spends a considerable amount of money in all the States. This distribution is based, in part, on our population. This money makes many local services possible.

In addition, government planners need accurate information in order to create and maintain necessary social and economic programs without wasting money. The goods and services you buy would cost even more if business and industry were handicapped by lack of factual statistics on where people – potential consumers – are located.

(PAUSE)

Counting every person and all of places they live is a tremendous task. Let's take a look at how this job is organized and carried out. Turn to 2 in your workbook. Read this page now.

(ALLOW TIME)

Plans for the 2010 Census

The 2010 Census will be a count of both population and living quarters/dwelling units in [Country Name]. Each person and each living quarter/dwelling unit will be enumerated. Enumerators will travel every road and path to identify all places where people live or could live and complete a census questionnaire for every living quarter/dwelling unit.

Each of you will be assigned a specific area in which to work. For [Country Name], these areas are called *Enumeration Districts* or EDs for short.

Open your training workbook to page 3.

(ALLOW TIME)

In general terms, page 3 lists your main duties as an enumerator. Take a minute to study this page.

(ALLOW ONE MINUTE)

THE ENUMERATOR'S JOB**1 Canvass**

- Travel your ED, one block at a time, in a CLOCKWISE direction.
- Draw an "X" at your starting corner of the block. As you canvass, you will list living quarters / dwelling units and conduct interview at each living quarter / dwelling unit.
- Circle each block number (on the map and listing pages) when you complete interviewing all the living quarters / dwelling units in the block.

2 List

- Give introduction on page 1 of the questionnaire.
- Give copy of Privacy Notice to respondent
- List all places where people live or could live on the household Visitation Record pages in the Address Register and make entries according to what you find.

3 Interview

- Conduct interview and complete a questionnaire for each living quarter / dwelling unit whether it is occupied or vacant.
- Complete the "For Vacant Units" if your questionnaire collects information on vacant and only if vacant.
- Complete "Complete Before the Interview" part of the Geography Box and "Complete After the Interview" part of the Geography Box on the front cover of the questionnaire.
- Check that all required questions are completed.
- Complete the appropriate columns the Visitation Record for after you leave the household.

4 Map-spot and Map updating

- Mark the location of the living quarter / dwelling unit with a small dot on the ED map. Enter the map-spot number next to the dot.
- Compare the existing features on land to features on the map. If there are features on land (e.g., new road, rivers) not reflected in the map, draw in these new features. If there are features on the map that does not exist on land, delete them from the map.

CHAPTER B. CONFIDENTIALITY AND DATA FALSIFICATION

When you took the oath of office, you said that you would uphold the confidentiality of census information. As a census taker, you will be working with information that you must *not* show – or discuss with – anyone other than sworn census employees. This restriction applies to your friends and to members of your family, including your husband or wife.

We release the information given to the National Statistical Office only in the form of statistics that in no way identify specific individuals, their families, or their homes.

Under the law, you can be severely penalized if you reveal any information about individuals, or their households or places of residence, to any unauthorized person.

This law, which protects a respondent's right to confidentiality, also requires people to answer census questions to the best of their knowledge.

Look in your training kit and take out a Privacy Notice. Read this statement to yourselves now.

(HOLD UP PAD OF NOTICES)

(ALLOW TIME)

(READ THE FOLLOWING PARAGRAPH SLOWLY)

You will give a Privacy Notice to anyone you speak to who will provide information to the National Statistical Office (NSO).

Q. What if Revenue and Taxation wanted to know a person's answer to a census question? Could they find out from the NSO, Mr(s)._____ and why?

A. No, because of the confidentiality of census information.

Q. Could you let a member of your family or a friend look at any address list or map, or accompany you while you're working, and why, _____?

A. No, because he or she is not a sworn Census Office employee.

Remember, all census information about an individual, as well as information that could be used to identify an individual, and his or her family and home, is kept confidential.

(CONTINUE THE TRAINING BELOW)

Now we are going to discuss data falsification or the making up of census information.

(PAUSE)

The NSO takes great pride in being The Fact finder for the Nation. This title speaks quite highly of the integrity, or soundness, of the statistical data. It also speaks highly of the people who collect

and process the *basic information* – people like you and me.

Of course, the statistics that the NSO produces will only be as accurate as the basic information that goes into them.

(PAUSE)

Census information is constantly being reviewed and verified. This includes entries on the Visitation Record and maps as well as the Record of Visits on the questionnaires. In addition to clerical and field reviews of the entries, individual households may be re-counted to verify the accuracy of the information.

(PAUSE)

If your work is found to be incorrect or incomplete – either due to a misunderstanding of the procedures or apparent carelessness on your part – then someone will discuss the problem with you, and you will be instructed to correct the faulty work. Your supervisor will then look at the same work a second time, to verify that you now understand the procedures and have corrected the problem.

If your work is incorrect because of data falsification on the other hand, you will be release immediately from your job. The NSO cannot – and will not – employ persons who knowingly

falsify information. In addition, [Country Name]'s laws provide for fines, and even imprisonment, for knowingly turning in false information. Making up information may seem easier than conducting interviews, but remember this: doing so will cost you your job.

(PAUSE)

Before we continue, do you have any questions about what the NSO means by "data falsification," or about the consequences of turning in made-up information?

(ANSWER QUESTIONS)

Today we will be concentrating on the use of the questionnaire. At the close of today's training you will be able to conduct an interview and correctly complete a questionnaire.

Are there any questions about what you will be doing today?

CHAPTER C. INTRODUCTION TO THE CENSUS QUESTIONNAIRE

Now let us learn about the census questionnaire.

(PAUSE)

Please take out a blank questionnaire from your materials. It looks like this.

(HOLD UP QUESTIONNAIRE. ALLOW TIME TO LOCATE.)

Write "Training" in large letters across the top front of the questionnaire.

(ALLOW TIME)

You are going to fill out the questionnaire using the pencils provided in your training kit. I will collect them and rip them up at the end of this exercise to protect the confidentiality of your answers.

(PAUSE)

Fill out the form as if you were being interviewed. Fill the questionnaire for yourself only and your living quarters/dwelling units. Be sure to read the introduction on the cover of the questionnaire.

Start on page 1. Are there any questions about what you are to do?

(ANSWER QUESTIONS. REPEAT DIRECTIONS IF NECESSARY. ALLOW 20 MINUTES TO COMPLETE THE FORM. ASSIST TRAINEES AS NECESSARY. WRITE DOWN START TIME, THEN STOP IN 20 MINUTES.)

This is the way you will fill out the questionnaire in the field. On average, it takes the typical family less than one hour to answer the items on a questionnaire.

The problems you had filling out the questionnaire are the same as you will encounter in the actual enumeration.

(Collect questionnaires. Rip or shred them up.)

Now we are going to discuss the questionnaire in detail to become more familiar with it, and solve some of the problems you may have. It is useful to note that the questionnaire and many of the procedures we use for the census follow the United Nations Principles and Recommendations, which is a book that the UN puts together once each decade. Find another blank questionnaire.

(ALLOW TIME)

Find the "GEOGRAPHY" section on the front cover. Before the interview, you fill out items A to H to identify the household.

After each interview, you must complete items I to T in the GEOGRAPHY section and the rest of the page, including signing and dating the questionnaire.

(POINT OUT THE GEOGRAPHY SECTION)

Do you have any questions about the cover of the questionnaire?

(ANSWER QUESTIONS)

Look at page 1. Page 1 of the questionnaire contains two questions. Questions 1a and 1b.

(ALLOW TIME)

Question 1a is a household roster – it asks for the name of each person who lived at the address on [DATE], 2010.

(ALLOW TIME)

There are also instructions for answering Question 1a on that page. There is a list of people who should be included in Question 1a, and there is a list of people who should *not* be included in Question 1a. Look at question 1b. This question checks for a household who has another home. The NSO call this "usual home elsewhere" or UHE. If *everyone* listed in question 1a stays at the living quarters only temporarily, print the address of where they usually live in question 1b.

(PAUSE)

Do you have any questions about page 1, so far?

(ANSWER QUESTIONS)

Turn to the next page (page 2) you will see questions with the letter "H" in front of the question number. The "H" stands for Housing and these are the Housing questions □ that is, they ask something about the place where people live or could live.

(PAUSE)

Take a closer look at questions H1a and H1b. These questions ask about people whom the respondent may have left off the questionnaire, anyone who is away from home or anyone who is visiting, or a person that the respondent should not have included. These questions are designed to remind the respondent about any person who should or should not be listed on the questionnaire.

(PAUSE)

Turn to pages 4 and 5 and you will see *population* questions. These pages are called person pages.

(ALLOW TIME)

Q. Can anyone tell me what member of the household is to be enumerated on pages 4 and 5?

(CALL ON VOLUNTEER)

A. The person whose name appears on line 1 in question 1a, on page 1.

If you look at the top left-hand corner of page 4, you will see that you are to print the name of the person from line 1 of question 1a in the blank space provided. All of the questions on pages 4 and 5 are asked about that person.

(PAUSE)

Now turn to pages 6 and 7.

(ALLOW TIME)

These questions on pages 6 and 7 are similar to the questions on pages 4 and 5. You ask these questions about the person whose name appears on line 2 of question 1a.

(PAUSE)

If you will continue turning the pages of the questionnaire, you will see that you have ten sets of these person pages, one for each person.

Either on the front or the back cover, depending on the country, you have interviewer instructions to follow before leaving the living quarters/dwelling units to make sure the necessary items are complete.

(PAUSE)

Look at the "Vacant Units – For Enumerator Use" box on page 2. This box is used only for vacant living quarters/dwelling units. You get information on whether a unit is vacant from the Visitation Record. You must get the rest of the information by asking the neighbors and by observation.

(PAUSE)

Does anyone have a question about the arrangement or general content of the questionnaire?

(ALLOW TIME FOR DISCUSSION, BUT NO LONGER THAN 10 MINUTES)

Find question C5 about insurance.

(ALLOW TIME)

Question C5 asks "Is this person covered by insurance?"

Q. If you receive a "no" answer to this question and then you go to C6 about the type of insurance, what directions are you to follow, Mr(s).___?

A. Skip to D1.

This is a "skip instruction." You will find skip instructions throughout the questionnaire. When you see this form of question, you skip to the next one without answering the current one, depending on what came before.

(PAUSE)

Does everyone see the skip instructions here?

(IF ANY TRAINEE EXPRESSES DIFFICULTY LOCATING SKIP INSTRUCTIONS, HAVE ANOTHER TRAINEE SITTING CLOSE BY POINT OUT ONE OR TWO EXAMPLES ON THE QUESTIONNAIRE.)

(ALLOW TIME)

(PAUSE)

Most questions are answered by simply writing the number of the response that corresponds to the

answers given by the respondent. However, a few answers must be printed. And some questions require writing a number and a printed answer. Carefully *print* your entries.

The Questionnaire Reference Book part of the Enumerator's Manual tells you exactly how to ask each question. Locate your copy in your training materials now.

(HOLD UP THE QUESTIONNAIRE REFERENCE BOOK. ALLOW TIME.)

Your Questionnaire Reference Book – or QRB for short – is designed to help you quickly find the proper wording for any question.

(PAUSE)

Browse through the first half of the QRB part of the Enumerator's Manual. Parts I and II show each population and housing question, how to ask them, and information concerning them. There are also appendices for your reference.

Everyone find the page for Question 5b, Age.

(ALLOW TIME)

Q. How would you ask me the Question about Age, Mr(s). _____?

A. "How old are you?"

There are also directions for problems that may occur for each question. If you are not sure when and how a population question is to be asked, this section (Part 1) of the QRB will tell you.

You must ask the questions according to our instructions.

(PAUSE)

Specific instructions are given for questions that may require more information to enter a correct response.

For example, find the page for Ethnic Origin or Race.

(ALLOW TIME)

Here you find the guides for entering responses to Ethnic Origin or Race. Read these guides now.

(ALLOW TIME)

Q. If a person responds "Haitian" to this item, what entry will you make, Mr(s). ____?

A. Print HAITIAN in the answer space provided for Ethnic Origin or Race.

Q. What entry would you make for a response of Caucasian, Mr(s)._____?

A. White.

Let's look now at the housing questions. Housing questions have the letter "H" in front of the number.

(ALLOW TIME)

Q. What do you do if you are asking Question HC10, for rooms, in an interview and the respondent asks if a laundry room should be included?

(ANYONE)

(ALLOW TIME FOR TRAINEES TO LOOK FOR QUESTION)

A. Look for question HC10 in the QRB.

Q. Should laundry rooms be included? (ANYONE)

A. No.

Does everyone see this answer in your QRB? If you are unsure about a question, check your QRB.

(POINT OUT IF NECESSARY)

Another part of the QRB I would like to discuss is the Appendixes.

(PAUSE)

The Appendixes have a section on who should or should not be listed in Question 1, a section of housing definitions, and on uses of the Population items, and on uses of the Housing Items.

As you can see, the QRB will be valuable to you on the job. Does anyone have a question about the QRB?

(ANSWER QUESTIONS)

Now we're going to take a short break. I expect you to be back in 15 minutes.

(NOTE TO THE TRAINER: ON YOUR FIRST MORNING BREAK, YOU HAVE TO PREPARE THE APPROPRIATE MATERIALS FOR THE CENSUS OFFICE. YOUR SUPERVISOR WILL EITHER PICK UP THE MATERIALS OR TELL YOU HOW TO TRANSMIT THEM.)

CHAPTER D. THE INTERVIEW

Turn to page 3 in your workbook.

(HOLD UP WORKBOOK. ALLOW TIME.)

Let us review these four major functions of your job.

- Q. Would you read the instructions for number 1, Canvass, and number 2, List, Mr(s).
_____?
- A. Systematically travel all streets, roads, paths, etc., in your Visitation Record Area. Carry a Visitation Record with listing pages looking for every place where people live or could live. List in the Visitation Record, an address and/or location description for each occupied and each vacant living quarters.

Your most important activity in this job is step 3, interviewing – completing a questionnaire for each living quarter / dwelling unit and the occupants, if any, who live there. We will cover this later, but you can find interviewing techniques on page 4 of your workbook. You should read through these and we will come back to them later. You will also find a model introduction – the most important interviewing technique – on page 5 of the workbook.

The fourth step is to mark with a spot (map spotting), the location of each living quarters on your

ED map. The training will discuss canvassing, listing, and map spotting in detail later.

(KEEP DISCUSSION TO A MINIMUM ON CANVASSING, LISTING, AND MAP SPOTTING. EACH STEP HAS A COMPLETE CHAPTER LATER IN TRAINING. PAUSE.)

We are going to spend most of today discussing and learning *how* to interview with the questionnaire.

(PAUSE)

In our first exercise, we are going to practice the four steps of your job. I am going to play an enumerator, and one of you will be the respondent.

- Q. What is the first of the four steps of your job as an enumerator, Mr(s). _____?
- A. Canvassing.

Turn to pages 6 and 7 in your workbook.

[Note to Instructor: Only ONE of these maps will be used – depending on the country, enumerators will either receive a map like on page 6 with units already on the map, OR page 7 with outlines only]

(ALLOW TIME)

These are simplified maps we will use as ED map in the training. Your own maps may be very

different. These may not look at all like the maps you will actually receive at the end of training. We'll see what is useful for [Country Name], and what isn't.

If this were your ED map, you would be responsible for obtaining a complete questionnaire for *each* living quarters/dwelling units *and* the occupants, if any, who live within the boundaries of the ED.

Q. What is the number of this ED?

A. ED 199.

Let us say we are canvassing this ED on page 7 and the next house is what appears to be a detached single-family house. It is the only house on the map.

Does everyone see where we are?

(PAUSE)

We go up to the door.

The door is answered by a woman.

(PAUSE)

Pull out a questionnaire and read the introduction.

(ALLOW TIME)

Q. Read the introduction that you will use, Mr(s)_____?

A. Hello, my name is (trainee gives his/her name) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification, and here's some information about the purpose of my visit (give respondent a copy of Privacy Notice).

Your introduction is very important. The NSO has a standard introduction for you to use. If you use this introduction, you should have no trouble getting answers to your questions.

Are there any questions about this introduction?

(ANSWER ANY QUESTIONS)

We are now ready for step 2 of the job.

We need to *list* information in the Visitation Record. Please locate the training Visitation Record in your materials.

(HOLD UP TRAINING VISITATION RECORD.)

We will use this mock Visitation Record for training only. Open the register to the Visitation Record Page.

(SHOW THE TRAINEES THE VISITATION RECORD)

Note that you will enter the date of the first interview in column 1.

Then, you will enter the building number in column 2.

Then, you will enter the dwelling unit number in column 3.

And, finally you will enter the household number in column 4.

Note that this form does not follow the “Block” pattern described elsewhere in this training.

Most countries in the Caribbean do not use blocks as part of their geography. But for those that do, they will be able to use the information later to assist in getting information for lower levels of geography. Block level data will also assist in drawing samples for follow-on surveys.

(ALLOW TIME)

To make the necessary entries for this house on the Southwest corner of Green Street and Eastern Highway we need to ask the three questions that are printed across the top of the listing page. They are in bold-faced print at the top of the page.

Does everyone see these questions?

(POINT THEM OUT, IF NECESSARY.)

Q. Will you read the first bold-faced question to us, Mr(s). ____?

A. What is the full name of the occupant who owns or rents this house?

This information goes in column (5).

(PAUSE 5 SECONDS)

(READ IN ALL AREAS)

Does everyone see where the address or location description is entered?

(PAUSE)

The address or location description is entered in column (6).

(ANSWER QUESTIONS)

Then, the enumerator should try to find out if there are any other living quarters occupied or vacant in this building or on this property? If there any, the enumerator should record the information on the next line of the visitation record.

(PAUSE)

As soon as you introduce yourself, begin asking the two questions about the name of the household head, and a full address.

(PAUSE)

Q. What is the third step in your job Mr(s). _____?

A. Interviewing.

The next step is the interview. Before you begin, you must first complete certain parts of the Geography Section on the front cover of the questionnaire.

[NOTE: THESE CHANGE DEPENDING ON THE COUNTRY]

You must complete the following items before the interview: (See Page 8 of workbook)

- A. Region/Parish/County/ District _____
- B. City/Town/Borough/Ward/Constituency/Electoral Division _____
- C. Community/Village/Ward/Settlement _____
- D. Enumeration District (ED) Number _____
- E. Block _____ [Note: Not all countries have blocks]
- F. Building / Living Quarters Number _____
- G. Dwelling Units Number _____
- H. Household Number _____

You will get the information to complete these items from the Visitation Record. Always complete these items **BEFORE** the interview.

(PAUSE)

Q. After conducting the interview, what items are you to complete in the box on the front of the questionnaire, Mr(s). ____?

A. The remaining items: (See page 9 of Workbook)

I. Address of Household: _____

J. Enumerator's Name: _____

K. Date: _____

L. Signature: _____

M. Supervisor's Name: _____

N. Date: _____

O. Signature: _____

P. Number of Persons in the Household

Q. Record of visits

R. Continuation

S. Last Resort

T. Vacant / Occupied

Q. After leaving the household, what final entries should you make on the visitation record, Mr(s)_____?

A. On the Visitation record, fill in columns 7 and 8 for numbers of male and female residents, columns 9 and 10 for male and female residents abroad, column 11 for questionnaires complete, column 12 for the date the enumeration was completed, and then add any remarks in column 13.

Are there any questions?

(ALLOW TIME. SELECT A FEMALE TRAINEE TO BE THE RESPONDENT.)

Okay, let us continue with a practice interview. I will be the enumerator and _____, will

you be the respondent? Everyone locate a questionnaire and follow along.

GIVE SCRIPT IN THIS GUIDE TO SELECTED TRAINEE AND ASK THAT SHE READ OVER THE DIRECTIONS AT THE TOP OF FIRST PAGE OF SCRIPT.

2010 [Country Name] CENSUS

INSTRUCTOR SCRIPT

(FEMALE TRAINEE WITH SCRIPT) and I are now going to go through the introduction and the address listing questions from the top.

(KNOCK FOUR TIMES ON TABLE) IN THE FOLLOWING PRACTICE INTERVIEW YOUR QUESTIONS ARE SHOWN WITH AN "E" (ENUMERATOR) IN THE MARGIN. THE TRAINEE'S RESPONSES ARE SHOWN BY THE LETTER "R" (RESPONDENT). QUESTION NUMBERS ARE SHOWN IN THE MARGIN.

E: Hello, my name is (your name) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification (PAUSE) and here's some information about the purpose of my visit. (Give respondent copy of Privacy Notice). What is the full name of the occupant who owns or rents this house?

R: That's me, Christina Marie Jones.

Everyone please enter the name Jones, Christina Marie in column (5) of the visitation Record. Enter the today's date in column 1, the building number in column 2, the dwelling unit number in column 3, and the household number in column 4. Note that the visitation record does not include the block number (when the country uses blocks). But, if your map has blocks, circle the first one because this is the first listing for this block.

E: What is the address or location of this house?

R: Well, I don't have an address. My house is the third house from the middle road behind
[Country Name] Community College.

Everyone please enter this address in column (6).

(ALLOW TIME)

E: Are there any other living quarters, occupied or vacant, in this building or on this property?

R: No, there aren't.

You don't have to add another unit to the listing.

(ALLOW TIME)

That completes this part of the listing. We are now in step 3 of our job.

Q. What is part three, Mr(s). ____?

A. Interviewing.

We need to complete a questionnaire for living quarters/dwelling units. Everyone locate a questionnaire. Write "TRAINING" at the top of the questionnaire.

(ALLOW TIME)

As I conduct the interview with Ms. Jones, follow along on the questionnaire and make the proper

entries just like you will do by yourself on the job. *Be sure* that you understand the way to ask the questions. Look at the cover of the questionnaire. The following items are to be completed *before* the interview.

Copy the geography information on the items A through H on the front of the questionnaire. You can get the information for all of these items from the front of the Visitation Record and the questionnaire.

(ALLOW TIME)

[NOTE THAT NUMBERING SYSTEM WILL CHANGE DEPENDING ON ACTUAL NUMBERING ON THE QUESTIONNAIRE]

Q1a> E: Please give me the name of each person living here on [Day of the week], [Reference date], including all persons staying here who have no other home. If EVERYONE is staying here temporarily and usually lives somewhere else, give me the name of each person. Begin with the household member in whose name the home is owned, being bought, or rented. If there is no such person, start with any adult household member.

R: Just myself.

(ASK THE RESPONDENT TO REPEAT THE NAME AND ALLOW TIME.)

Please enter the name Jones, Christina M. on line 1 of question 1a.

(ALLOW TIME)

Has everyone completed writing the name in question 1a? Remember the last name is written first and then the first name and middle initial. If Ms. Jones said that she only lived here temporarily and has a usual home elsewhere, we would complete question 1b.

Q. Where do we go now in the questionnaire? Anyone?

A. Housing questions on page 2.

(ALLOW TIME)

H1a> E: When you told me the names of persons living here on [Reference Date], did you leave anyone out because you were not sure if the person should be listed – for example, someone temporarily away on a business trip or vacation, a newborn baby still in the hospital, or a person who stays here once in a while and has no other home?

R: No.

If the respondent does not remember Question 1, remind him or her by repeating who was listed as household members. In this case, Mrs. Jones lives alone, therefore, repeating the question is unnecessary.

H1b> E: When you told me the names of persons living here on [Reference Date], did you include anyone even though you were not sure that the person should be listed, for example, a visitor who is staying here temporarily or a person who usually lives

somewhere else?

R: No.

HA1> E: What type of building is this? Is it residential, residential and commercial, ...

R: It is residential only.

HA2> E: What is the *main* material of the outer walls?

R: The walls are wood.

HA3> E: What is the *main* material used for roofing?

R: Aluminum sheets.

HA4> E: When was this building built?

R: About 2000.

HB1> E: What is the occupancy status of the dwelling unit?

R: I live here all the time.

HB2> E: How would you describe the type of dwelling unit that your household occupies?

R: It is a detached house all by itself.

HB3> E: Is this dwelling unit owned, rented, ?

R: I own the house free and clear.

HB4> E: Is this dwelling in need of repairs?

R: No, it doesn't need any repairs.

HB5> E: Is the dwelling insured?

R: Yes, it is.

HB6> E: Are the contents insured?

R: Yes, the contents are insured, too.

HB7> E: Under what type of arrangement is the land occupied?

R: I own the land as well.

HC1> E: What type of fuel does this household use *most* for cooking?

R: I use electricity.

HC2> E: How do you *usually* dispose of your garbage?

R: A garbage truck comes by to pick it up.

E: Is that private or public?

R: Private, I pay for it.

HC3> E: What is your *main* source of water supply?

R: I have public piped water into my house.

HC4> E: What is your *main* source of drinking water?

R: I use the piped in water.

HC5> E: What type of toilet facility do you have?

R: I have a flush toilet

E: Is it linked to a sewer?

R: No, I have a septic tank.

HC6> E: Is the toilet shared with any other household?

R: No, only I use it.

HC7> E: Are your bathing facilities inside or outside?

R: They are inside.

HC8> E: Do you share your bathing facilities?

R: No, only I use them.

HC9> E: What is the main source of lighting?

R: It is electricity, too. The government provides it.

HC10> E: How many rooms do you have?

R: I have 4 rooms, counting the kitchen, but not counting the bathroom.

HC11> E: And how many bedrooms?

R: I have two bedrooms.

HD1> E: Now I am going to ask you about appliances you might have in the house. Please tell me which ones of these you have. Do you have an air conditioner?

R: Yes, I have a room air conditioner in the bedroom.

E: Refrigerator?

R: Yes.

E: Freezer?

R: No, not separate from the refrigerator.

E: Microwave?

R: Yes.

E: Water pump?

R: No.

E: Washing machine?

R: Yes.

E: Clothes dryer?

R: No, I hang the clothes out.

E: Dishwasher?

R: Yes.

E: Stove?

R: Yes, an electric stove.

E: Water heater?

R: Yes, but it is solar.

E: Radio or stereo?

R: Yes my car radio, if you are counting those.

Enumerator's Manual here say to count car radios. Always read these instructions.

R: Yes.

E: Cable TV?

R: Yes.

E: Satellite TV?

R: No, I have cable.

E: Television?

R: Well, I said I have cable, so I have to have a TV for that.

E: DVD or MP3?

R: Yes, I have a DVD player.

E: Electrical generator?

R: No.

E: Fixed line telephone?

R: Yes.

E: Mobile or cellular phone?

R: Yes.

E: Computer?

R: No.

E: Internet?

R: No, since I don't have a computer I am not connected to the internet.

HE1> E: Now I am going to ask you some questions about anyone who moved away in the last 10 years. Did anyone in this household move abroad to live between 2000 and 2010 and is still living abroad?

R: Yes, my daughter.

HE2> E: How many persons?

R: Just my daughter.

You don't have to ask her sex, since she is a daughter.

HE4> E: How old was she when she left?

R: She was 15. She went to live with her father in New York.

HE5> E: What was her occupation at that time?

R: She was in school.

HE6> E: What was her educational level at that time?

R: She was in secondary school.

Since she was 15 when she left, we don't have to ask where she went since we know she went to New York.

HE8> E: In what year did she migrate?

R: 2008.

HE9> E: What was her main reason for migrating?

R: She enrolled in high school there.

HF1> E: Now I want to ask you about what environmental issues affect you. For each of these, please tell me if they affect you, or if you are concerned about them or neither? What about waste disposal?

R: Well, that affects me, and, of course I am concerned about it.

E: Water contamination?

R: My water is fine. But, I'm concerned about that in general.

E: Drainage?

R: Other people worry about that.

E: Air pollution?

R: We don't have to worry about that here.

E: Use of pesticides?

R: Not many pesticides here.

E: Deforestation?

R: No.

E: Destruction of mangroves?

R: Well, I am concerned about it, I guess.

E: Soil erosion?

R: No.

E: Squatting?

R: That doesn't affect me as a person, but it does as a nurse – that is, I am concerned about it and the health of those people.

E: Flooding?

R: No.

E: Cell phone tower?

R: No

E: Noise in general?

R: No

E: Anything else?

R: No, not really

HF2> E: What is your main source of environmental information?

R: I get most of my information from reading newspapers.

HF3> E: Do you believe the information available in the country is sufficient, or not enough?

R: It is enough for me.

HF4: E: In the last 5 years, do you believe the overall quality of the environment in the country has improved, remained the same or got worse?

R: It is worse than before.

HI: E: Do you own a house anywhere else in the country?

R: No, only this one.

HG1> E: Has any member of the household been a victim of crime during the past 12 months?

R: No.

E: Wait, let me ask about each of them. Murder?

R: No!

E: Kidnapping?

R: No.

E: Shooting?

R: No

E: Rape or abuse?

R: No

E: Robbery?

R: No

E: Wounding?

R: No

E: Larceny?

R: No

E: Anything else?

R: No

M1> E: Did any member of this household die in the last 12 months/

R: No, no one died.

You can see that since no one died, we don't ask how many died, and we don't ask about the particulars of the death.

Q. Where do we go now in the questionnaire? Anyone?

A. Page 4 (Population Questions).

Now we are going to cover the population questions. These will be on two pages for each person, and will appear after the housing pages.

Write in Christina Marie Jones' name in the person 1 box at the top of page 4.

Please do this now.

(ALLOW TIME)

Next we must ask the population questions for Ms. Jones.

Since Ms. Jones already told us she lives alone, we do not have to ask her about relationship.

Because she is alone, she is the head of the household, and that can be marked without asking her.

Also, because she is clearly female, we don't have to ask here that either. We can mark "female" for her, and continue on with the other items.

A4> E: What is your date of birth?

R: I was born January 10, 1965.

Note that even though she gave the month first, you will record the day first on the questionnaire.

A5> E: What was your age at your last birthday?

R: 45.

A6> E: To what ethnic group do you belong?

R: Well, my ancestors came from Africa, of course.

A7> E: What is your religious affiliation?

R: I am Catholic.

A8> E: What is your marital status?

R: I am widowed.

A9> E: What is your present union status?

R: I am alone now.

A10> E: How old were you when you first got married?

R: I was 19.

B1> E: Where were you born?

R: Actually, I was born in Miami. My family was living there at the time.

You skip question B2 about where in this country since she was born in Miami. And since, she was born in Miami, we know she was born in the United States for B3. And we don't have to ask B4 either, since she knows where she was born.

B3> E: What year did you come to this community to live?

R: My parents moved us all back here in 1980.

B6> E: Where did you last live?

R: When we came from Miami, I never moved again.

B7> E: Where do you usually live?

R: I usually live right here!

Since she lives here, we already know the exact location, and so we don't have to ask B8.

B9 E: Did you live at this address 5 years ago?

R: Yes, I did.

B10> E: Did you live at this address 10 years ago?

R: Yes.

B11> E: In what country did you last live?

R: Like I said, the United States.

B12> E: Did you move under the Free Movement of Persons Regime?

R: No.

You don't have to ask B13 through B18, she did not move under Free Movement.

B19> E: What is your citizenship?

R: I am a citizen of this country.

C1> E: I am going to ask you about any disability you might have. Please tell me if you have no difficulty, some difficulty, lots of difficulty, or you cannot do any of these things at all ... Do you have any difficulty seeing, even with glasses?

R: Yes, I wear glasses.

E: Hearing, even with a hearing aid?

R: No, no problems.

E: Walking or climbing stairs?

R: No.

E: Remembering or concentrating?

R: No.

E: Upper body functions?

R: No, no problems.

E: Communicating or speaking?

R: No.

C2> E: What was the origin of your disability? Was it from birth, illness, accident, or something else?

R: It was from birth, I guess. I didn't need glasses when I was a baby.

C3> E: Do you use any of the following aids? Wheelchair?

R: No.

E: Cane?

R: No.

E: Prosthesis or other artificial body part?

R: No.

E: Crutches?

R: No.

E: Orthopedic shoes?

R: No.

E: Braille?

R: No.

E: Adapted car?

R: No.

E: Anything else?

R: No.

E: So you don't use any aids?

R: That's right.

C4> E: Do you have any of the following illnesses? Arthritis?

R: Yes, I have a little arthritis.

E: Kidney disease?

R: No.

E: Asthma?

R: No.

E: Diabetes?

R: No.

E: Hypertension?

R: No.

E: Sickle cell?

R: No.

E: Anemia?

R: No.

E: Glaucoma?

R: No.

E: Cancer?

R: No.

E: Heart diseases?

R: No.

E: Lupus?

R: No.

E: HIV/AIDS?

R: No.

E: Carpal tunnel syndrome?

R: No.

E: Anything else?

R: No.

C5> E: Are covered by any insurance, life, health, etc?

R: Yes, I have health insurance through my work.

C6> E: Which kind of insurance?

R: National Health Insurance.

D1> E: Now I am going to ask you some questions about your education. Are you currently attending an educational institution?

R: No, I'm too old for that.

We skip D2 since she says she is not currently attending school.

D3> E: What is the highest level of education that you have attained?

R: I have a Bachelor's degree.

D4> E: What is the highest examination you have ever passed?

R: As I said, I have a B.A.

D5> E: Have you ever received any training or are you currently being trained to fit you for employment or occupation?

R: I am a nurse, so I have nurse's training.

D6> E: Did you complete the training?

R: Well, yes I did. I got my degree.

You don't have to ask D7 because you already know she is a nurse. And you don't have to ask D8 because you know she got her Bachelor's degree.

D9> E: How long was the training?

R: It was 4 years. I have a BS.

She answered D10 again, so we don't have to ask it.

D11> E: Is the training related to your current job?

R: Yes, I am a nurse.

E1> E: Now I am going to ask you about your economic activities. What did you do most during the past week?

R: I worked at the national hospital as a nurse.

E2> E: What type of worker status applies to you?

R: I am an employee of the national government.

E3> E: What kind of main work were you doing during the past week?

R: I am a nurse, like I said.

E4> E: What kind of main business is carried out at your workplace?

R: I'm a nurse at the hospital, so I guess you'd say public health.

E5> E: How many hours did you work during the past week?

R: I worked 48 hours. One of the nurses didn't show up for one of her shifts, so I had do to it.

E6> E: Where is your place of work?

R: The hospital.

E7> E: What is the name and address of your workplace?

R: I guess it is the National Hospital, on the waterfront.

E8> E: What did you do most during the past 12 months?

R: Same. I was doing nursing.

E9> E: How many months did you work for the past 12 months?

R: All of them, except for 2 weeks vacation in July.

E10 > E: Now I am going to ask some questions about your pay. How often to you get paid from your main job?

R: I get paid every two weeks.

E11> E: What was your gross pay during the last pay period from your main job?

R: I get about \$1000 every two weeks.

We don't ask E12 because she was working. So we go right on to use of the internet.

F1> E: Have you had access to the internet in the last 3 months?

R: No

You skip I2 because she doesn't use the internet.

G1> E: Where did you spend census night?

R: I was right here that night.

H> E: What are all your sources of livelihood?

Do you have a local pension?

R: No, I am still working.

E: A pension from overseas?

R: No.

E: Investments?

R: No.

E: Remittances from overseas in cash or kind?

R: No.

E: Savings or interest on savings?

R: No.

E: Employment?

R: Yes, I am working, as you know by now.

E: Disability payments?

R: No.

E: Unemployment benefits?

R: No.

E: Social Security payments?

R: No.

E: Other public assistance?

R: No.

E: Support from local friends or relatives in cash or kind?

R: No.

E: Support from overseas friends and relatives in cash or kind?

R: No.

E: A spouse or partner's support in cash or kind?

R: No.

E: Children's support in cash or kind?

R: No.

E: Parents support in cash or kind?

R: No.

E: Guardian's support in cash or kind?

R: No.

E: Backyard farming in cash or kind?

R: Yes, I grow some of my own vegetables.

E: Anything else?

R: No.

I1> E: Now I am going to ask you about any children you have had. How many live born children have you ever had and how many were male and how many female?

R: I have one daughter, but she lives in New York City.

I2> E: How many are still alive?

R: Well, that one. She's still alive and living in NYC.

I3> E: How old were you when she was born?

R: I was 20. Too young.

You don't have to ask her about when the last child was born since she has only had one child. Just fill in I4.

I5> E: What was her date of birth?

R: My daughter? She was born February 2, 1985.

I6> E: How many live births did you have in the past 12 months?

R: None.

You don't have to ask I7 because she did not have any births in the last 12 months.

Q. What items do we complete now in the box on the questionnaire cover,

Mr(s)._____?

A. Items I through T.

Q. What is the total persons for Item P, Mr(s). _____?

A. 1

Q. What will we fill for Item R, Type of unit, Mr(s) _____?

A. Occupied first form.

Occupied first form because the living quarter / dwelling unit was occupied and we only need one questionnaire. Make the entry now.

(ALLOW TIME)

Fill in the visitation record in section Q on the front cover.

Sign in the appropriate place on the front cover

(ALLOW TIME)

Are there any questions on how to complete these sections.

(ANSWER QUESTIONS)

E: Thank you for you cooperation.

R: You're welcome. Good bye.

We now need to complete the remainder of Visitation Record. This can be done after we leave the household. Look again at the listing line.

Enter today's date in column (5).

(ALLOW TIME)

Enter the number of persons enumerated in column (6) of the listing page.

This concludes the third step of your job.

Thank you Mr(s) _____ for reading the script. Are there any questions about the interview?

(ANSWER QUESTIONS)

Now we are to step four of our job.

Q. What is step four, Mr(s)._____?

A. Map Spotting and Map Updating.

Turn back to the ED map on page 7 in the workbook.

(ALLOW TIME)

[THIS WILL CHANGE, DEPENDING ON THE ACTUAL MAP USED]

This living quarters/dwelling unit is the third house from the middle road behind [Country Name]

Community College. Everyone place a small darkened circle or a box at that place.

(ALLOW TIME)

We also must place a map spot number next to the spot on the map. Look at column (2) of the Visitation Record.

(ALLOW TIME)

Q. What is the map spot number in column (2) for this household

Mr(s)._____?

A. 1.

(ANSWER QUESTIONS. THEN CONTINUE WITH CHAPTER E)

2010 [COUNTRY NAME] CENSUS

TRAINEE SCRIPT

(Your role is marked by the letter "R" for respondent. The asterisks (***) Mean the trainer will be interrupting the script to give the class explanations. Read in a loud voice. Follow along and mark the questionnaire with the response.)

Q1a> E: Please give me the name of each person living here on [Day of the week], [Reference date], including all persons staying here who have no other home. If EVERYONE is staying here temporarily and usually lives somewhere else, give me the name of each person. Begin with the household member in whose name the home is owned, being bought, or rented. If there is no such person, start with any adult household member.

R: Just myself.

Q. Where do we go now in the questionnaire? Anyone?

A. Housing questions on page 2.

H1a> E: When you told me the names of persons living here on [Reference Date], did you leave anyone out because you were not sure if the person should be listed – for example, someone temporarily away on a business trip or vacation, a newborn baby still in the hospital, or a person who stays here once in a while and has no other home?

R: No.

H1b> E: When you told me the names of persons living here on [Reference Date], did you include anyone even though you were not sure that the person should be listed, for example, a visitor who is staying here temporarily or a person who usually lives somewhere else?

R: No.

HA1> E: What type of building is this? Is it residential, residential and commercial, ...

R: It is residential only.

HA2> E: What is the *main* material of the outer walls?

R: The walls are wood.

HA3> E: What is the *main* material used for roofing?

R: Aluminum sheets.

HA4> E: When was this building built?

R: About 2000.

HB1> E: What is the occupancy status of the dwelling unit?

R: I live here all the time.

HB2> E: How would you describe the type of dwelling unit that your household occupies?

R: It is a detached house all by itself.

HB3> E: Is this dwelling unit owned, rented, ?

R: I own the house free and clear.

HB4> E: Is this dwelling in need of repairs?

R: No, it doesn't need any repairs.

HB5> E: Is the dwelling insured?

R: Yes, it is.

HB6> E: Are the contents insured?

R: Yes, the contents are insured, too.

HB7> E: Under what type of arrangement is the land occupied?

R: I own the land as well.

HC1> E: What type of fuel does this household use *most* for cooking?

R: I use electricity.

HC2> E: How do you *usually* dispose of your garbage?

R: A garbage truck comes by to pick it up.

E: Is that private or public?

R: Private, I pay for it.

HC3> E: What is your *main* source of water supply?

R: I have public piped water into my house.

HC4> E: What is your *main* source of drinking water?

R: I use the piped in water.

HC5> E: What type of toilet facility do you have?

R: I have a flush toilet

E: Is it linked to a sewer?

R: No, I have a septic tank.

HC6> E: Is the toilet shared with any other household?

R: No, only I use it.

HC7> E: Are your bathing facilities inside or outside?

R: They are inside.

HC8> E: Do you share your bathing facilities?

R: No, only I use them.

HC9> E: What is the main course of lighting?

R: It is electricity, too. The government provides it.

HC10> E: How many rooms do you have?

R: I have 4 rooms, counting the kitchen, but not counting the bathroom.

HC11> E: And how many bedrooms?

R: I have two bedrooms.

HD1> E: Now I am going to ask you about appliances you might have in the house. Please tell me which ones of these you have. Do you have an air conditioner?

R: Yes, I have a room air conditioner in the bedroom.

E: Refrigerator?

R: Yes.

E: Freezer?

R: No, not separate from the refrigerator.

E: Microwave?

R: Yes.

E: Water pump?

R: No.

E: Washing machine?

R: Yes.

E: Clothes dryer?

R: No, I hang the clothes out.

E: Dishwasher?

R: Yes.

E: Stove?

R: Yes, an electric stove.

E: Water heater?

R: Yes, but it is solar.

E: Radio or stereo?

R: Yes my car radio, if you are counting those.

R: Yes.

E: Cable TV?

R: Yes.

E: Satellite TV?

R: No, I have cable.

E: Television?

R: Well, I said I have cable, so I have to have a TV for that.

E: DVD or MP3?

R: Yes, I have a DVD player.

E: Electrical generator?

R: No.

E: Fixed line telephone?

R: Yes.

E: Mobile or cellular phone?

R: Yes.

E: Computer?

R: No.

E: Internet?

R: No, since I don't have a computer I am not connected to the internet.

HE1> E: Now I am going to ask you some questions about anyone who moved away in the last 10 years. Did anyone in this household move abroad to live between 2000 and 2010 and is still living abroad?

R: Yes, my daughter.

HE2> E: How many persons?

R: Just my daughter.

HE4> E: How old was she when she left?

R: She was 15. She went to live with her father in New York.

HE5> E: What was her occupation at that time?

R: She was in school.

HE6> E: What was her educational level at that time?

R: She was in secondary school.

HE8> E: In what year did she migrate?

R: 2008.

HE9> E: What was her main reason for migrating?

R: She enrolled in high school there.

HF1> E: Now I want to ask you about what environmental issues affect you. For each of these, please tell me if they affect you, or if you are concerned about them or neither? What about waste disposal?

R: Well, that affects me, and, of course I am concerned about it.

E: Water contamination?

R: My water is fine. But, I'm concerned about that in general.

E: Drainage?

R: Other people worry about that.

E: Air pollution?

R: We don't have to worry about that here.

E: Use of pesticides?

R: Not many pesticides here.

E: Deforestation?

R: No.

E: Destruction of mangroves?

R: Well, I am concerned about it, I guess.

E: Soil erosion?

R: No.

E: Squatting?

R: That doesn't affect me as a person, but it does as a nurse – that is, I am concerned about it and the health of those people.

E: Flooding?

R: No.

E: Cell phone tower?

R: No

E: Noise in general?

R: No

E: Anything else?

R: No, not really

HF2> E: What is your main source of environmental information?

R: I get most of my information from reading newspapers.

HF3> E: Do you believe the information available in the country is sufficient, or not enough?

R: It is enough for me.

HF4: E: In the last 5 years, do you believe the overall quality of the environment in the country has improved, remained the same or got worse?

R: It is worse than before.

HI: E: Do you own a house anywhere else in the country?

R: No, only this one.

HG1> E: Has any member of the household been a victim of crime during the past 12 months?

R: No.

E: Wait, let me ask about each of them. Murder?

R: No!

E: Kidnapping?

R: No.

E: Shooting?

R: No

E: Rape or abuse?

R: No

E: Robbery?

R: No

E: Wounding?

R: No

E: Larceny?

R: No

E: Anything else?

R: No

M1> E: Did any member of this household die in the last 12 months/

R: No, no one died.

Q. Where do we go now in the questionnaire? Anyone?

A. Page 4 (Population Questions).

A4> E: What is your date of birth?

R: I was born January 10, 1965.

A5> E: What was your age at your last birthday?

R: 45.

A6> E: To what ethnic group do you belong?

R: Well, my ancestors came from Africa, of course.

A7> E: What is your religious affiliation?

R: I am Catholic.

A8> E: What is your marital status?

R: I am widowed.

A9> E: What is your present union status?

R: I am alone now.

A10> E: How old were you when you first got married?

R: I was 19.

B1> E: Where were you born?

R: Actually, I was born in Miami. My family was living there at the time.

B3> E: What year did you come to this community to live?

R: My parents moved us all back here in 1980.

B6> E: Where did you last live?

R: When we came from Miami, I never moved again.

B7> E: Where do you usually live?

R: I usually live right here!

B9 E: Did you live at this address 5 years ago?

R: Yes, I did.

B10> E: Did you live at this address 10 years ago?

R: Yes.

B11> E: In what country did you last live?

R: Like I said, the United States.

B12> E: Did you move under the Free Movement of Persons Regime?

R: No.

B19> E: What is your citizenship?

R: I am a citizen of this country.

C1> E: I am going to ask you about any disability you might have. Please tell me if you have no difficulty, some difficulty, lots of difficulty, or you cannot do any of these things at all ... Do you have any difficulty seeing, even with glasses?

R: Yes, I wear glasses.

E: Hearing, even with a hearing aid?

R: No, no problems.

E: Walking or climbing stairs?

R: No.

E: Remembering or concentrating?

R: No.

E: Upper body functions?

R: No, no problems.

E: Communicating or speaking?

R: No.

C2> E: What was the origin of your disability? Was it from birth, illness, accident, or something else?

R: It was from birth, I guess. I didn't need glasses when I was a baby.

C3> E: Do you use any of the following aids? Wheelchair?

R: No.

E: Cane?

R: No.

E: Prosthesis or other artificial body part?

R: No.

E: Crutches?

R: No.

E: Orthopedic shoes?

R: No.

E: Braille?

R: No.

E: Adapted car?

R: No.

E: Anything else?

R: No.

E: So you don't use any aids?

R: That's right.

C4> E: Do you have any of the following illnesses? Arthritis?

R: Yes, I have a little arthritis.

E: Kidney disease?

R: No.

E: Asthma?

R: No.

E: Diabetes?

R: No.

E: Hypertension?

R: No.

E: Sickle cell anemia?

R: No.

E: Anemia?

R: No.

E: Glaucoma?

R: No.

E: Cancer?

R: No.

E: Heart diseases?

R: No.

E: Lupus?

R: No.

E: HIV/AIDS?

R: No.

E: Carpal tunnel syndrome?

R: No.

E: Anything else?

R: No.

C5> E: Are covered by any insurance, life, health, etc?

R: Yes, I have health insurance through my work.

C6> E: Which kind of insurance?

R: National Health Insurance.

D1> E: Now I am going to ask you some questions about your education. Are you currently attending an educational institution?

R: No, I'm too old for that.

D3> E: What is the highest level of education that you have attained?

R: I have a Bachelor's degree.

D4> E: What is the highest examination you have ever passed?

R: As I said, I have a B.A.

D5> E: Have you ever received any training or are you currently being trained to fit you for employment or occupation?

R: I am a nurse, so I have nurse's training.

D6> E: Did you complete the training?

R: Well, yes I did. I got my degree.

D9> E: How long was the training?

R: It was 4 years. I have a BS.

D11> E: Is the training related to your current job?

R: Yes, I am a nurse.

E1> E: Now I am going to ask you about your economic activities. What did you do most during the past week?

R: I worked at the national hospital as a nurse.

E2> E: What type of worker status applies to you?

R: I am an employee of the national government.

E3> E: What kind of main work were you doing during the past week?

R: I am a nurse, like I said.

E4> E: What kind of main business is carried out at your workplace?

R: I'm a nurse at the hospital, so I guess you'd say public health.

E5> E: How many hours did you work during the past week?

R: I worked 48 hours. One of the nurses didn't show up for one of her shifts, so I had do to it.

E6> E: Where is your place of work?

R: The hospital.

E7> E: What is the name and address of your workplace?

R: I guess it is the National Hospital, on the waterfront.

E8> E: What did you do most during the past 12 months?

R: Same. I was doing nursing.

E9> E: How many months did you work for the past 12 months?

R: All of them, except for 2 weeks vacation in July.

E10 > E: Now I am going to ask some questions about your pay. How often to you get paid from your main job?

R: I get paid every two weeks.

E11> E: What was your gross pay during the last pay period from your main job?

R: I get about \$1000 every two weeks.

F1> E: Have you had access to the internet in the last 3 months?

R: No

G1> E: Where did you spend census night?

R: I was right here that night.

H> E: What are all your sources of livelihood?

Do you have a local pension?

R: No, I am still working.

E: A pension from overseas?

R: No.

E: Investments?

R: No.

E: Remittances form overseas in cash or kind?

R: No.

E: Savings or interest on savings?

R: No.

E: Employment?

R: Yes, I am working, as you know by now.

E: Disability payments?

R: No.

E: Unemployment benefits?

R: No.

E: Social Security payments?

R: No.

E: Other public assistance?

R: No.

E: Support from local friends or relatives in cash or kind?

R: No.

E: Support from overseas friends and relatives in cash or kind?

R: No.

E: A spouse or partner's support in cash or kind?

R: No.

E: Children's support in cash or kind?

R: No.

E: Parents support in cash or kind?

R: No.

E: Guardian's support in cash or kind?

R: No.

E: Backyard farming in cash or kind?

R: Yes, I grow some of my own vegetables.

E: Anything else?

R: No.

II> E: Now I am going to ask you about any children you have had. How many live born children have you ever had and how many were male and how many female?

R: I have one daughter, but she lives in New York City.

I2> E: How many are still alive?

R: Well, that one. She's still alive and living in NYC.

I3> E: How old were you when she was born?

R: I was 20. Too young.

I5> E: What was her date of birth?

R: My daughter? She was born February 2, 1985.

I6> E: How many live births did you have in the past 12 months?

R: None.

E: Thank you for you cooperation.

R: You're welcome. Good bye.

CHAPTER E. BASIC INTERVIEWING RULES

Perhaps one of the most challenging and interesting parts of your job is the interview.

One of the best ways to prepare yourself for interviewing is to know why the census is taken, and why the census is important to the community.

We have talked about these matters earlier in the training. This discussion and the Questionnaire Reference Book are sources for information about the census.

You have a right to expect answers to your questions. You must ask the questions as though you expect an answer, and not as though you expect people to be reluctant.

(PAUSE)

On the other hand, when people act grumpy or irritated, they are not reacting to you as a person. You will find that people with problems, or people upset and angry for some other reason, will try to take it out on you simply because you're the first person to knock on the door. Do not let it upset you. If you remain calm, usually the respondent will calm down quickly.

If a respondent is actively hostile and abusive, however, you should immediately end the interview and leave. You can come back the next day and complete the interview.

Enumerators who have done this have reported that a respondent who was very reluctant one day was apologetic and cooperative the next. Such a respondent will sometimes say something like,

"Well, I was having a really bad day yesterday. I am sorry I gave you such a hard time."

Just remember that it is not you that the respondent is upset with. The respondent is reacting to something in his or her personal life, or perhaps to some hostile feeling toward the government.

(PAUSE)

What if the person tells you that she or he is too busy to be interviewed?

Well, you can point out that completing the questionnaire only takes less than one hour, which should not disrupt a person's entire day. You can say that the questionnaire is important.....that it is your job to get it done.....and that it won't take very long.

Many people will agree to be interviewed if you can make them feel that they are helping you do your job. People who could not care less about the community will respond to you as an individual.

Incidentally, there is nothing wrong with filling out the questionnaire while the respondent is busy. Suppose that you have a respondent who says he is busy painting his house. You can still ask your questions, and he can answer while he continues to paint, if the respondent agrees.

There is no trick to filling out the questionnaire. But, for one reason or another, some people do not like to cooperate. That is where you come in. It is your job to fill out a questionnaire at *every* household.

You will be a successful interviewer if you follow five basic rules and keep the proper attitude.

The **FIRST** rule is to follow the instructions on the questionnaire and the Questionnaire Reference Book (QRB). If you have any problems with the questionnaire, check the QRB.

The **SECOND** rule of interviewing is to carefully listen to what the respondent says. Let's suppose you ask a respondent the Question on ethnic origin or race and the person tells you: "Well, my mother is Anguillan and my father is Jamaican, but I consider myself Trinidadian."

Q. What answer would you record on the questionnaire, given the response, Mr(s)._____?

A. Trinidadian.

You would print "Trinidadian", because that is the way the person described himself or herself. Although you asked nothing about the mother or father, the respondent mentioned their ethnicities. You had to listen carefully to extract the needed information from the response.

The **THIRD** rule of census interviewing is to gain information by observation, when the QRB tells you to. Observation is defined as being able to determine answers by what you have heard or by what you have seen.

Do *not* rely on observation or previous information. Questions must be asked exactly as they are worded on the questionnaire or the QRB. A few questions may be answered by observation, but only if allowed by the QRB.

These are the questions that *may* be answered by observation, but it is best to ask whenever possible.

Locate a questionnaire and follow along.

(ALLOW TIME)

Find population question 3 – for sex – in the QRB.

(ALLOW TIME)

The QRB directs the enumerator to mark the appropriate box by observation. It is best to ask, if not obvious.

Housing questions HC3 and HC4, sources of water, must be asked in interviews. But when no one is home, or at vacant living quarter(s) / dwelling unit(s), these questions sometimes can be determined by knowledge or observation of similar units in the neighborhood.

Question HC10, number of rooms, should be asked at all occupied and vacant living quarters / dwelling units. As a last resort, “rooms” can be determined by knowledge or observation of similar units.

Be careful when using observation. If the QRB specifies that a question is to be asked, then ask it. Never make assumptions about your respondents.

(PAUSE)

Does anyone have a question about using observation to answer questionnaire items?

(ANSWER QUESTIONS)

Our FOURTH rule of interviewing is to probe for complete answers. Probing can mean asking a question over, when it appears the respondent does not understand the first time. Be sure you don't lead the respondent by suggesting an answer. Studies show that respondents tend to agree with what they think the enumerator *expects* them to say.

(PAUSE)

Let me give you an example. Suppose that you are asking a person how many hours he or she worked last week. If you say, "You worked 40 hours last week, didn't you?" the respondent is likely to shrug and reply, "Yes, that is right," when he or she actually only worked for 36 hours.

Let's go to the FIFTH rule of interviewing. The fifth rule is to record information neatly and accurately. The accuracy of a questionnaire depends on how well you listen and how well you record what you hear.

Always print and always use the black lead pencils that are provided in your enumerator kit. People in the census office will have to read them later.

Does anyone have a question about making entries on the questionnaire?

(ANSWER QUESTIONS)

A final word about the questionnaire is that it must remain clean, unwrinkled, and free of holes and tears. Don't throw away your hard work by damaging the questionnaires. If a questionnaire does get torn, wrinkled, or smudged, copy the information to another questionnaire before you hand it in.

Your enumerator kit will contain re-sealable plastic bags to carry your questionnaires while you travel door-to-door to conduct interviews. You should use these plastic bags at all times to keep your materials clean and dry.

(PAUSE)

Earlier I mentioned proper attitude. To be a good interviewer you must not only know the rules, but you must maintain certain attitudes.

You need to stay calm.....be patient and pleasant.....and be a little persistent, even though your respondent may be irritable, or impatient.

(PAUSE)

Never assume anything and do not influence the respondent in any way. Be neutral in the way you ask questions. Don't express surprise, or disapproval of any situations or answers you encounter.

The key word is confidence – in appearance and attitude. Don't lead, hesitate, or apologize to your respondent. You are a professional with a job to do.

(PAUSE)

Do you have any questions about your attitude?

(ANSWER QUESTIONS)

Perhaps someone here has experience in canvassing, in polling or in door-to-door interviewing or sales work and can suggest other techniques for getting an interview.

(CALL ON VOLUNTEERS. ALLOW 5 MINUTES
MAXIMUM FOR DISCUSSION.)

There are five common sense rules of interviewing I would like you to remember:

1. Follow instructions on the questionnaire.
2. Listen carefully to what the respondent says.
3. Gain information by observation when the QRB says you can.
4. Probe for complete answers.
5. Record information accurately and neatly.

Are there any questions?

(ANSWER QUESTIONS)

CHAPTER F. PAIRING FOR ENUMERATION

Take out a blank questionnaire. Write "Training" across the top as we have done before. Locate your Training Visitation Record and your QRB.

(ALLOW TIME)

After I give you directions, you will pair up with another trainee for an interview. One of you will play the role of enumerator and the other will play respondent. Then, after completing the questionnaire you will reverse roles.

The person who acts as the *enumerator* will fill out the questionnaire and use the QRB when necessary.

(PAUSE)

The person who acts as the *respondent* will monitor the enumerator using the questionnaire and QRB. The respondent will make sure questions are being asked correctly. If there are mistakes or difficulties, the respondent will help out the enumerator. Let the enumerator *know* if she or he has made a mistake in asking a question, and so forth. Remember to ask the questions *exactly* as instructed in the QRB.

When you are playing the respondent, you need *not* give actual information about yourself. Also, there must be one other adult in the household.

Open your workbook to page 10.

[NOTE TO INSTRUCTOR: If the enumerator can use his or her own address DO NOT use the map on page 11. However, if you DO need a map as an aid for these sample interviews, then use the map on page 11.]

(ALLOW TIME)

Mr(s)._____, will you read the respondent directions aloud?

(ALLOW TIME)

Respondent Instructions

1. The first respondent will use the location description of his own house.
2. The second respondent will also use the address of his/her own house.
3. Give information for yourself and one other adult only. You need not give actual information about yourself.
4. GIVE ASSISTANCE AS NEEDED. If the enumerator makes a mistake in the steps of the operation, rephrasing of questions, or assuming answers tell him or her of the mistake.
5. If you need assistance, call the trainer. If the trainer is busy, make a note of the question and the interview.

Thank you. Are there any questions about what the respondent is to do?

(ANSWER QUESTIONS)

Mr(s)_____, will you read the enumerator directions 1 and 2?

ENUMERATION INSTRUCTIONS

1. **CANVASS** Continue to the next house on the same side of the street/path.
2. **LIST** Use proper identification. Use the next listing line on the Visitation Record.
3. **INTERVIEW** Complete items A through H in the Geography Box. Conduct the interview. Fill the "For Vacant Unit" box if your census has one, and only if vacant. To conclude the interview, complete items I through T on the front page after the interview, including signatures, and the appropriate columns of the Visitation Record.
4. **MAP SPOT** Use the map on page 13 in the workbook. Spot the living quarters and place the map spot number next to the map spot.

Thank you.

3. **INTERVIEW** - Complete items A to H on the front cover, before the interview. Do the vacant box, if it appears on the questionnaire, only if vacant. Conclude the interview. Complete items I to T in the "GEOGRAPHY" section after the interview, signing your name, and the appropriate columns of the Visitation Record.

Are there any questions about what the enumerator is to do?

(ANSWER QUESTIONS)

Those of you who play enumerators should check the QRB if you are unsure about the proper way to ask questions. Those of you who play respondents should help out the enumerators as necessary.

If the enumerator makes a mistake, let her or him know about it. I will be walking around to give assistance as needed.

(PAUSE)

Be sure to first record the respondent's answers to the Visitation Record questions. Use your training Visitor Record. As soon as I pair you up, you may begin.

(PAIR UP TRAINEES. IF THERE IS AN UNEVEN NUMBER OF TRAINEES, ASSIGN A RESERVE ENUMERATOR TO WORK WITH A PAIR. ASK THAT THEY BREAK UP THE TWO INTERVIEWS SO THAT ALL THREE HAVE A CHANCE TO BE ENUMERATORS. BE SURE TRAINEES SWITCH ROLES WHEN FIRST INTERVIEW IS COMPLETED. *ALLOW NO MORE THAN 40 MINUTES* TOTAL FOR THIS EXERCISE.) CONTINUE BELOW.

The first step of your job was *canvassing*. We made this step of the job easy by pointing out to you the house location on the ED map in your workbook. Normally, of course, you would have encountered the house on your own.

The second step of your job was to *list* the respondent's answers to the three questions on the Visitation Record.

Did anyone have a problem with listing?

(ANSWER QUESTIONS)

Then you needed to fill out a questionnaire for the household. For the third step of the job you completed the questionnaire by conducting the interview; complete the front cover, including

signing and dating, the "For Enumerator Use" box for vacant if your questionnaire has vacants, if the unit was vacant, and on the Visitation Record, you entered the date the questionnaire was completed and number of persons enumerated in the appropriate columns.

Are there any questions or problems for which you could not find answers in the QRB?

(ANSWER QUESTIONS)

The fourth step was to *map spot* the location of the living quarter(s) / dwelling unit(s) on your ED map in the workbook. Did anyone have a problem with *map spotting*?

(ANSWER QUESTIONS)

(ANSWER QUESTIONS. KEEP DISCUSSION TO A MINIMUM. HAVE THE CLASS LOOK UP ANSWERS IN QRB. IF YOU ARE UNSURE OF AN ANSWER, WRITE THE QUESTION DOWN AND CHECK FOR AN ANSWER LATER.)

Let us continue with the next chapter.

CHAPTER G. PAIRED EXERCISE FOR FILLING OUT THE QUESTIONNAIRE

During the next part of the training you will again practice filling out a questionnaire. This time you will pair up with another trainee; one of you being the enumerator and the other the respondent.

The respondent will have a *script* for the responses. Then you will reverse roles with a new script.

(PAUSE)

By this time, you should have a feel for how we ask the questions. For the most part, this is simply following directions on the questionnaire and in the QRB.

(PAUSE)

At this point, obviously I don't expect you to go through the interview without any mistakes. It *does* require practice. I *do expect* you to work out any problems you have with the questionnaire and to develop an understanding for asking the interview questions. Turn to page 12 in your workbooks. This page contains the directions for the respondent and enumerator. Everyone look at this page from your workbook.

(ALLOW TIME)

Read the directions now and keep them handy for this exercise.

(ALLOW TIME)

INTERVIEW

1. The enumerator asks the questions from the questionnaire.
2. You will respond by reading aloud the answers as given in the script.
3. Closely monitor the script and a questionnaire.
4. Give assistance as needed. If the enumerator asks a question not listed or fails to ask a listed question, tell him/her of the mistake. If a question is worded incorrectly, tell him/her of the mistake. The question should be correctly repeated by the enumerator.
5. If you need assistance, call the trainer. If the trainer is busy, make a note of the question and continue the interview.

ENUMERATION INSTRUCTIONS

1. **CANVASS** Continue to the next house on the same side of the street/path.
2. **LIST** Use proper identification. Use the next listing line on the Visitation Record.
3. **INTERVIEW** Complete items A through H in the Geography Box. Conduct the interview. Fill the "For Vacant Unit" box if your census has one, and only if vacant. To conclude the interview, complete items I through T on the front page after the interview, including signatures, and the appropriate columns of the Visitation Record.
4. **MAP SPOT** Use the map on page 13 in the workbook. Spot the living quarters and place the map spot number next to the map spot.
5. If you need assistance, call the trainer. If the trainer is busy, make a note of the question and continue the interview.

The script is on page 37 of the workbook. Again, the person who plays the respondent should monitor the enumerator and help out when necessary.

Are there any questions on the directions?

(ANSWER QUESTIONS)

The enumerator will go through the questionnaire as if it were an actual interview, using the QRB

as necessary.

(PAUSE)

At this time I will pair you up with a partner.

(IF THERE IS AN UNEVEN NUMBER OF TRAINEES, HAVE ONE OF THE RESERVE ENUMERATORS JOIN A PAIR, ASK THEM TO SHARE ROLES, ALLOW TIME.)

Are there any questions on the direction?

(ANSWER QUESTIONS)

I will be walking around the class to give assistance. You will have forty-five minutes for the first interview. Write "TRAINING" across the top of the questionnaire.

Decide who will play what role and begin the interview. The respondent(s) script begins on page 37 of your workbooks.

Remember, only the respondent will use the script.

(ALLOW 45 MINUTES MAXIMUM FOR COMPLETION OF THE INTERVIEW. WALK AROUND THE CLASS AND GIVE ASSISTANCE AS NEEDED. MAKE NOTES ON

THE TYPES OF PROBLEMS ENCOUNTERED. YOU WILL
NEED THESE NOTES FOR A REVIEW SESSION ON
SECOND DAY OF TRAINING.)

Now we will switch roles.

**[NOTE TO INSTRUCTORS: THE CURRENT WORKBOOK HAS ONLY ONE
EXAMPLE. IF THE COUNTRY DEVELOPS A SECOND EXAMPLE, BASED ON THAT
COUNTRY'S ACTUAL EXPERIENCE, AND THE EXAMPLE IS IN THE BOOK, THEN
READ THE FOLLOWING:]**

[Respondents, turn now to page 45 in your workbooks for the second interview.]

(ALLOW TIME)

Review the respondent and enumerator directions again, if necessary. If you have any problems,
bring them up.

Are there any questions?

(ANSWER QUESTIONS)

You may begin. Be sure to write "Training" across the top of the questionnaire.

(ALLOW 30 MINUTES MAXIMUM FOR THE SECOND INTERVIEW. NOTE
THE TIME NOW. ADD 30 MINUTES AND WRITE THAT TIME BELOW.

WHEN THE TIME YOU HAVE WRITTEN ARRIVES; TELL YOUR TRAINEES: "YOU HAVE FIVE MINUTES TO FINISH".

IF ALL TRAINEES FINISHED INTERVIEWING BEFORE THE ALLOTTED TIME, RESUME VERBATIM TRAINING.

YOUR JOB DURING THE PRACTICE INTERVIEWING IS TO OBSERVE EACH OF THE PAIRS AT LEAST ONCE. ANSWER QUESTIONS AND GIVE HELP AS NECESSARY.

MAKE NOTES ON THE KINDS OF PROBLEMS TRAINEES RUN INTO. MAKE NOTES ON FAULTY INTERVIEWING, SUCH AS WRONG WORDING OF QUESTIONS OR FAILURE TO MARK THE QUESTIONNAIRE AS AN ANSWER IS GIVEN. YOU WILL NEED THESE NOTES WHEN YOU REVIEW THE PRACTICE INTERVIEWING.

STOP THE INTERVIEWING AFTER THE TRAINEES HAVE HAD 30 MINUTES. READ THE VERBATIM BELOW.)

Please stop your interview now. Even if you have not finished the questionnaire, you should have a good idea of how to interview.

CHAPTER H. REVIEW OF QUESTIONNAIRE

Let's continue by briefly reviewing the questionnaire together.

1. How many persons did you list in question 1a on page 1?

(ANSWER: 2)

2. Did you complete each required housing question?

(ANSWER: Yes)

3. Did you complete each required population question?

(ANSWER: Yes)

4. What items did you complete in the box on the front cover before the interview?

(ANSWER: Items A to H.)

5. What items did you complete after the interview?

(ANSWER: Items I to T, including signing and dating.)

6. Did you complete the "For Enumerator Use" box and page 2 of the questionnaire?

(ANSWER: No. This was not a vacant living quarter / dwelling unit.)

USE YOUR NOTES TO INFORM TRAINEES OF TYPES OF ERRORS OR PROBLEMS THAT YOU OBSERVED. *ALLOW NO MORE THAN 5 MINUTES.*

Are there any questions or problems that you would like to discuss?

(ANSWER QUESTIONS. WHEN DISCUSSION IS FINISHED, REMIND THEM OF THE STARTING TIME FOR TOMORROW'S TRAINING SESSION AND DISMISS THEM.)

THE SECOND DAY OF TRAINING

CHAPTER I. MAP READING

(TAKE ATTENDANCE. REPORT "NO SHOWS" TO YOUR SUPERVISOR SOMETIME DURING THE DAY.)

Welcome back to training. Before we start, are there any questions about what we covered yesterday.

(ANSWER QUESTIONS)

Today we will be going into more detail on the four steps of the enumerator's job.

Q. What are the four steps of the enumerator's job, Mr(s). _____?

A. Canvass, List, Interview, and Map Spot.

Yesterday, we concentrated on interviewing with the questionnaire. Today we'll learn how to read a map and practice the details of canvassing, listing, and map spotting.

Are there any questions about this objective?

(ANSWER QUESTIONS)

Our first topic is canvassing. Canvassing means to travel systematically on all streets, roads, paths etc., in your ED, looking for every place where people live or could live. In order to canvass, we first must know how to read census maps.

You will receive a pouch with maps of your assignment area. These maps are labeled as “The Assignment Locator Map and the ED map.” You use the Assignment Locator Map to find your assignment area. The ED map that shows your assignment in detail, may consist of more than one map sheet. A label on the outside of the pouch has written directions to the ED. Use the enumerator ED map to record any updates to the map features and their names, if necessary.

(PAUSE)

Turn to page 13 in your workbook.

(ALLOW TIME)

We are now going to learn about reading ED maps. Take a minute to look at the ED map.

(ALLOW TIME)

An important part of your job is knowing exactly where your ED is located on the ground and where you are in your ED. You also must know what census block you are in and where you are within that census block.

(PAUSE)

Knowing what compass direction you're facing is very helpful in determining your exact location. Where things are located on the ground in relation to the compass direction makes it easier to orient yourself.

A North Arrow appears in the bottom margin of each ED map sheet. The north arrow always points toward the top of the map. Use the north arrow to help you determine where you are in relation to features on the ground.

(PAUSE)

Do you have any questions about using the north arrow?

(ANSWER QUESTIONS)

An ED is a small geographic area that is the basic unit for collecting data. Each ED map has its ED number shown in the margin of the map.

Q. Which ED is illustrated on this map, Mr(s)_____?

A. ED 299.

We show the ED boundary by the shaded line on the ED map. As you can see from your map, ED boundaries can be man-made features such as streets or roads. You need to know where the ED boundaries and block boundaries are located, so you don't list living quarter(s) / dwelling unit(s) outside your ED or in the wrong block.

(PAUSE)

Boundaries also can be natural features like rivers, streams, gullies, cliffs, or shorelines. These features are usually easy to see. ED boundaries can also be imaginary lines, such as village or district limits, property lines, and short imaginary extensions of streets or roads.

Turn to page 14 in your workbooks. Here you will see illustrations of several basic map symbols found on census maps.

(ALLOW TIME)

As we look at this page and the next one, you will learn what an asterisk is, and what it is telling you. You will learn what a fishhook is, and what it hooks together. You also will learn to recognize a census block.....and block number..... and how all this fits together.

(PAUSE)

Look first at figure 4 on page 14.

(ALLOW TIME)

Figure 4 illustrates the north arrow. The north arrow indicates compass direction. It helps you match the features on the map with what you see around you.

Census blocks are areas bounded on all sides by visible features and by invisible boundaries. Your ED contains several census blocks. A census block is identified by a three-digit number.

Q. What are the numbers of the blocks illustrated in figure 5, Mr(s)._____?

A. Blocks 101 and Block 102.

Blocks often are square or rectangular, but a census block also may be irregularly shaped. Occasionally, there is not enough room to write the block number inside the block. If you will look at page 15, (ALLOW TIME) you'll see how we take care of this. Block number 105 is printed in a convenient space and connected to the correct area by an arrow.

Figure 5 on page 14 brings up another important point. A census block is the area *inside* the connecting boundaries. If a boundary is a street, only *one* side of the street is *in* the census block. Look at figure 5 for a moment.

(PAUSE)

Let's say that you and I both live on Road 1. You live on the northeast side and I live across the street on the southwest side. Therefore, I live in block 102 and you live in block 101.

Does everyone understand that a census block is the area *inside* the block boundary?

(ANSWER QUESTIONS)

Let's turn to page 15 in your workbook.

(ALLOW TIME)

Look carefully at block number 101 in ED 299. Does everyone see block 101?

You will find that block number 101 is printed twice. You also will notice that there is an asterisk, or little star, following each block number.

Is there anyone who does not see the two block numbers 101 and asterisks?

(IF ANY TRAINEE DID NOT SEE THE BLOCK NUMBERS, HAVE ANOTHER PERSON SITTING NEARBY POINT THEM OUT.)

Anytime a block number is repeated somewhere on the map, it is marked with an asterisk. Block 101 is a large and irregularly shaped block and it is split by North Branch. However, both sides of North Branch are part of block 101. Someone might not realize that *all* of the area makes up one census block without the number being repeated. When you canvass block 101, you must be sure to cover both parts before you go on to the next block.

If you'll look in the lower left corner of the map, you'll see how the fishhook is used. The fishhook crosses Hickory Creek.

Sometimes a physical feature, such as a gully, river, or stream, crosses the block and *appears* to divide it. Again, both sides of feature are part of the same census block.

If there is no room to repeat the block number in each part of the block, then a fishhook joins the parts together.

In the map portion on page 15, both sides of South Branch are in block 101.

(PAUSE)

Do you have any questions about asterisks or fishhooks?

(ANSWER QUESTIONS)

All right, we know how to recognize streets, roads, and other features. We know that census blocks are geographic areas surrounded by physical and invisible lines. And we know that each block is marked on the census map by a three-digit number.

Q. Can anyone describe an ED number for us? Tell us how many digits it has and how it appears on the census map (CALL ON A VOLUNTEER)

A. An ED number has 3 digits. It is shown in the bottom right margin.

Let's talk now about ED boundaries. Turn to the next page in your workbooks, page 16, and you will see an example of an ED in which the western boundary is formed by a river.

(ALLOW TIME)

Does everyone see the River?

(POINT OUT IF NECESSARY)

Notice the boundary line through the river. Visible boundaries like rivers and streets are easy to recognize, because you can see them. However, some EDs have invisible boundaries – boundaries that can't be seen on the ground but are still true borders showing where one ED begins and another ends. There are also, of course, block boundaries. The only visible evidence of these boundaries may be signs or markers, or one has to ask a residence.

The best way to find the exact location of invisible boundary lines that aren't marked is to *ask*.

Most people can tell you which sub district or village they live in.

You must know the *exact* location of the boundaries of the ED represented on your map, because your basic job is to enumerate all the living quarters *inside* your ED. If you are not sure of a boundary location, contact me for assistance. By understanding how to read a map and locate ED boundaries, you'll avoid this.

Do you have any questions about ED boundaries?

(ANSWER QUESTIONS)

One essential skill that all of you must develop is that of being able to determine your position and that of each living quarter / dwelling unit on the ground, and be able to locate the location *precisely* on a map. Let's try it now.

Turn to page 17 in your workbook.

(ALLOW TIME)

Let's say that you are in your car or walking along a street, and you see this scene from your workbook. You are going North on 4th Avenue.

(PAUSE)

Imagine yourself in the scene. You have already passed 3rd Street on your way to this intersection.

Turn back to the map on page 16.

(ALLOW TIME)

I want all of you to take this map and turn it around until it matches what you were looking at from the vantage point of your place on the street, that is, turn the map around so that 2nd Street is ahead of you. Remember you are North on 4th Avenue.

(EACH TRAINEE SHOULD TURN THE ED MAP AROUND UNTIL THE BURKE CITY LIMITS ARE ON THE TOP OF THE MAP. WALK AROUND THE ROOM AND HELP ANY TRAINEE WHO IS HAVING DIFFICULTY.)

This exercise was fairly simple because the ED map we used covered a relatively small area. But, the principle of aligning a map to match your location *and* direction is very important. When you actually turn your map around, it is very easy to see what street or other physical feature should be coming up next.

(PAUSE)

Another way of locating yourself on a map with respect to the ground is to use your map scale.

Let's go back to the ED map on page 16 of your workbook.

(ALLOW TIME)

Take a look at the map distance scales at the bottom of the illustration.

(ALLOW TIME)

There will be many times when you will need to measure the distance between one point and another. The map scale is the tool you will use to measure distances, either in miles, fractions of a mile, or feet. But you must know how to use it.

The *top* scale on your map is in miles.

Q. What is the total number of miles represented by the map scale, Mr(s)._____?

A. One mile.

Look at the scale on the map. Now look at the eastern boundary of the ED, Main Street.

When you're working in your ED, you can use your pencil as a ruler. Lay the pencil flat along Main Street. Place the top of the pencil *directly* over the starting point of Main Street and your fingertip at the ending point. *Then move the pencil to the scale, without moving your fingertips.*

(ALLOW TIME. HOLD UP ED 616 TO DEMONSTRATE USING YOUR PENCIL TO MEASURE MAP DISTANCE AGAINST THE SCALE.)

Q. How long is Main Street, Mr(s)._____?

A. Approximately 1 3/4 of a mile.

Does everyone understand how to use the scale?

(GIVE ASSISTANCE IF NEEDED.)

Let's measure a few more distances. Turn to Page 15.

Q. How long is the southern boundary of ED 299, Mr(s)._____?

A. Approximately 2 1/4 miles.

Q. How about Road 7; how long is it, Mr(s)._____?

A. About _____ of a mile.

Knowing the distance between one point and another is *especially* important when your ED contains invisible boundaries.

Sometimes you'll find it necessary to measure distances while *walking*. You might have to locate a specific path or roadway or invisible boundary. A handy measure to know is that for most average-sized adults, *40 paces equals about 100 feet*. I'll repeat the rule for you: 40 paces equals about 100 feet, or 2 1/2 feet per pace.

(ALLOW TIME)

After you measure the distance on the map, you can track the measured distance with your automobile odometer if you are driving, or pacing off the distance on foot. It automatically measures the distance the car travels when in motion. It measures miles, and most odometers register tenths of a mile, also.

(ALLOW TIME)

To use your car odometer to pinpoint a location, you have to do a little arithmetic.

Once you have measured the distance on your map and converted the measurement to miles using the map scale, you note the reading from your odometer before moving the car. If you add the map miles to the odometer reading, then you know the approximate figure the odometer will show when you arrive at the spot you are looking for.

(PAUSE)

Remember, the odometer reading at the starting point plus the measured map miles will give the odometer reading at the destination.

Does anyone have a question about using the odometer?

(ANSWER QUESTIONS)

Turn to page 18 in your workbook for a review.

(ALLOW TIME)

Q. What are the boundaries of ED 102, Mr(s)._____?

A. Roads 5, 4, 2, and 9.

Q. How many blocks are in the ED, Mr(s)._____?

A. One, block 101.

Q. What do fishhook symbols mean on a census map, and where do you see them in ED 102?

A. The fishhook symbol indicates that areas across a map feature belong to the same block. In this ED, two fishhooks connect areas across the Creek.

Using the map scale for miles at the bottom of the page, determine the approximate length of Road 5 in ED 102.

(ALLOW TIME)

Q. What did you get for an answer, Mr(s)._____?

A. About six-tenths of a mile.

Are there any questions on reading census maps?

(ANSWER QUESTIONS)

Preparing accurate, current maps for every area is not an easy task. As a result, a few ED maps may not display their area correctly. If you have any problems understanding your ED map when you receive it tomorrow, let me know.

(PAUSE)

Now that we know how to read an ED map, we are ready to learn more about canvassing, step 1 of your job.

CHAPTER J. CANVASSING

You recall the definition of canvassing: "Systematically traveling all streets, roads, paths, etc., of each block of an assignment area to identify every place where people live or could live."

To canvass your area efficiently, and in order to show the location of living quarters / dwelling units, you will use your ED map. To begin canvassing an ED you must always start with the lowest-numbered block.

- Q. On the map on page 15 of your workbook, which block would you canvass first
Mr(s)._____?
- A. Block 101.

Now that you know how to read a census map, we will learn how to travel or *canvass* around your assignment area quickly and efficiently (PAUSE), and how to locate the places where people live or could live.

Open your Enumerator's Manual to page 18.

(ALLOW TIME)

Read sections 3.2 and 3.3 and study the *illustration* on that page.

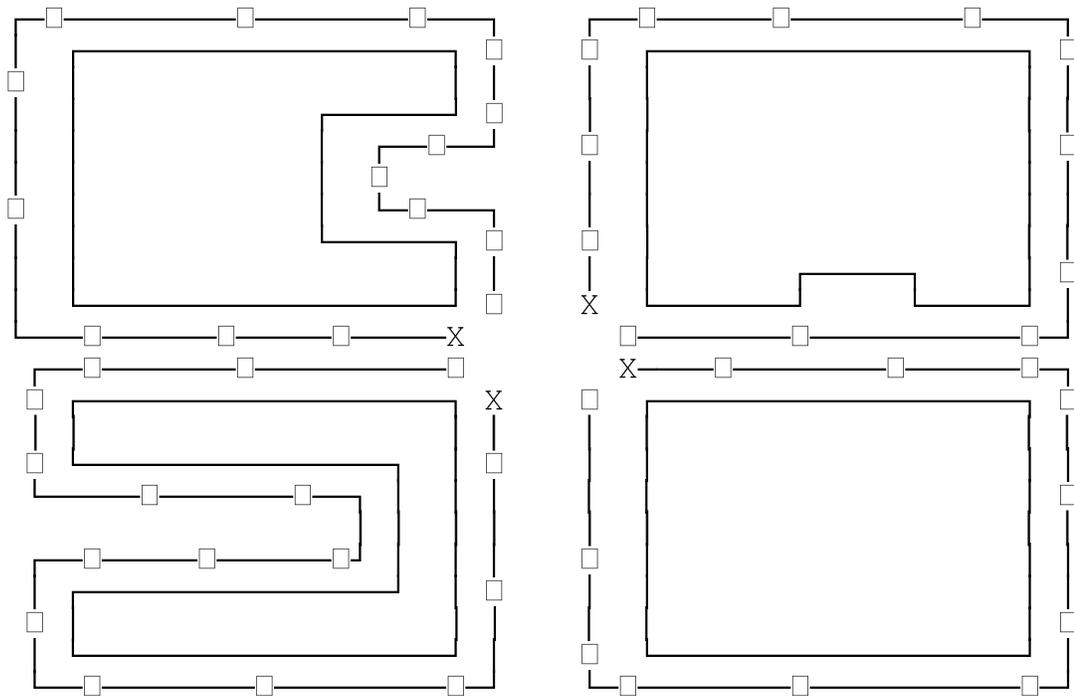
(ALLOW TIME)

3.2 How to Canvass

Canvassing means traveling all streets, roads, and paths in a logical manner to look for and identify every place where people live or could live. Remember that canvassing depends on proper planning. You will be canvassing and then interviewing households as you travel around your assigned area. This section contains instructions for canvassing in an Enumeration District (ED).

- 1 Study your ED map before canvassing in order to acquaint yourself with: ED boundaries, any special boundaries, directional arrows, map scale, and map legend.
- 2 When you start working in an ED, begin canvassing in the lowest-numbered special area, if any; otherwise number the whole ED consecutively. Put a red "X" at one intersection at the special area or whole ED to mark where you will be starting. Start at the intersection where the red "X" is located. Then completely canvass each special area or EA in number order. Example: No. 101, 102, 103, etc. Start at a corner of each special area. (See Illustration 2.1 & 2.2). If no official numbering system exists, the numbers 101, 102, etc. may still be assigned to the areas starting with the first.
- 3 Canvass the special area or whole ED in a clockwise direction. Always stay to your right at each intersection.
- 4 Ask about living quarters/dwelling unit on the right side only.
- 5 When you come to the end of a road, path, etc., double back and canvass the other side if both sides are within the same special area or ED. (See Section 2B, Canvassing Both Sides of the Road or Path.)
- 6 Correct the map of the ED. (See Section 2G, Updating your ED Map.)
- 7 If your country uses blocks or special areas, circle the number on the map when you have finished canvassing the block or special area so you can keep track of your progress.
- 8 When you have finished canvassing a block or special area, go on to the next block or special area in number order.

Illustration 3-1 – Path of Travel While Canvassing

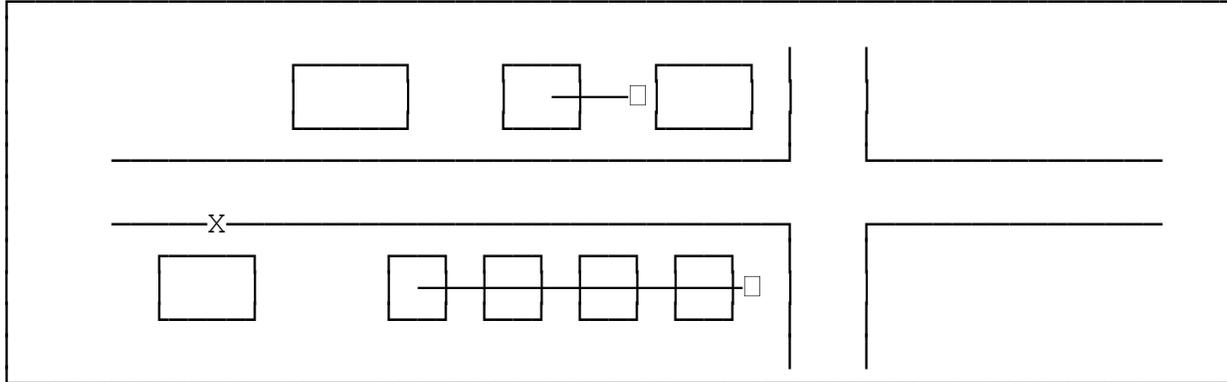


3.3 Canvassing Both Sides of the Road or Path

- 1 In some instances, your Supervisor may instruct you to canvass and list both sides of a road or path at the same time. (See illustration 2-2.) This will be permitted only in sparsely populated areas where there are long, uninterrupted stretches of road with few living quarters. Follow the specific rules for canvassing, and plan a path of travel to eliminate unnecessary backtracking. Be sure to stay within the boundaries of the ED.
- 2 Do not canvass both sides of a road at the same time unless you have received specific instructions from your Supervisor to do so.

Illustration 3-2
Listing on Both Sides of a Road

When canvassing both sides of a road, list the entire row of houses shown on one side of the road, where they are close together. Then list the living quarters opposite the row.



Refer to page 19 in the workbook to review the canvassing rules.

Q. At what point are you to start your canvass of a block,

Mr(s)._____?

A. At a corner or at an intersection.

That way you know where you started and where to stop. This is especially important in rural areas where some block sides may be long.

One of your basic rules of canvassing is to canvass only one side of a road. That is, always canvass to your right, in a clockwise direction.

(PAUSE)

There will be occasions when I may tell you to disregard this rule temporarily. That is, I will ask

you to canvass both sides of a road, criss-crossing back and forth across a road to list living quarters / dwelling units on both sides. We will do this in areas that are sparsely populated with long stretches of road with only a few living quarters / dwelling units. I will discuss this with each of you when I give the assignments at the end of the training session.

If you *are* instructed to cross back and forth, use care in reviewing your ED map to be sure you canvass every section of road and only the living quarters inside the ED, and also that you code living quarters / dwelling units to the correct block number and use appropriate map spot numbers.

(PAUSE)

Anytime a political boundary does not agree with your map, *consider your map to be correct*. That is, use the boundary where it's shown.

Now turn to page 20 in your workbooks.

(ALLOW TIME)

This map shows a blowup of one block. We're going to take an imaginary trip around this block traveling in a clockwise direction. Imagine you're standing at the intersection of 2nd street and Road 1, facing *east*. Does everyone see that?

(POINT OUT IF NECESSARY)

From this point, we are going to walk clockwise around block 101, looking to our right.

Q. What street will we walk down first, Mr(s)._____?

A. Road 1.

Q. Block 101 has four boundary roads. Please name the four boundary roads in clockwise order from our intersection, Mr(s)._____?

A. Road 1, Main Street, Road 2, and 2nd Street.

Q. If you assume that the side of Road 1 that is within block 101 has houses on it, on *which* side of us will the houses be as we walk, Mr(s)._____?

A. On our right.

Q. OK. We canvass along Road 1 until we reach the intersection of Road 1 and Main street. Which way will we turn now, Mr(s)._____?

A. Right.

Let's imagine that we've turned the corner to our right, and we're walking along Main street.

Q. According to our map, what's the *next* street we'll come to as we walk along Main street, Mr(s)._____?

A. Road 2.

Q. Which way will we turn at the intersection, Mr(s)._____?

A. Right.

We are enumerating each living quarter / dwelling unit to our right on our path of travel. Now we've turned the corner and we are walking along Road 2.

Q. According to our map, what is the next street we'll come to, as we walk along Road 2, Mr(s)._____?

A. 2nd Street.

We've reached the intersection of Road 2 and 2nd Street. We now turn right.

We're almost back where we started. We just have to walk north on 2nd Street till we reach Road 1, and we'll be at our starting point.

Q. Have we canvassed *all* of block 101 now, Mr(s)._____?

A. Yes.

When you finish canvassing each block, circle the block number on your maps. That way, we both have a record of which blocks you've finished, and can easily tell how many *more* you have to complete.

Go ahead and circle the block number on page 20 of your workbook now.

(ALLOW TIME)

Now let us talk about *interior* roads, and how you'll canvass *them*. Turn to page 21 in your workbook and look at block 102.

Notice Road 4, which intersects Road 3. Road 4 is an example of an interior road. Interior roads are streets, roads, or lanes that are *inside* the boundaries of a block. An interior road usually is a dead-end street or alley within a block.

You must canvass an interior road *one* side at a time, and you must stick to your rule about always canvassing to the *right*. For example, let's imagine we're standing at the intersection of Road 2 (??) and Road 3, facing southwest. Does everyone see where we are?

(POINT OUT IF NECESSARY)

Let's imagine we're on Road 3, canvassing to our right. We reach the junction where Road 4 intersects Road 3. Road 4 goes off to our right.

(PAUSE)

We now go to canvass Road 4 – one side at a time. We'll do this by turning and walking down Road 4. We walk west on Road 4 until we come to the end of it, enumerating all living quarters on the right. When we can't go any farther, we must turn around until we're facing back the way we just came. The *other* side of Road 4, the one we haven't canvassed, will then be on our right. We must walk along the street, and canvass the side of Road 4 which is now on our right.

Q. What way will you turn when you get back to Road 3, Mr(s)._____?

A. Right.

You would then continue to canvass Road 3 until it intersects Road 5.

This method of canvassing interior roads just makes good common sense, and you'll use the same common sense principle to canvass anywhere that there may be a series of interior roads.

Are there any questions about canvassing interior roads?

(ANSWER QUESTIONS)

Let's look at an example of a more complicated block. Turn to page 22 in your workbooks now.

Again, please remember that in this exercise we are concentrating on canvassing. Normally, as we are canvassing, we list each living quarter / dwelling unit, complete a questionnaire for each living

quarter / dwelling unit, and spot and number the location on the map.

Does everyone understand this sequence?

(ANSWER QUESTIONS)

Take a moment to look at block 107.

(ALLOW TIME)

Let's canvass block 107. We can start at the intersection of Road 8 and Road 1.

Before you begin your canvass, you're going to mark your maps to show where you started. Mark an "X" inside the block at the intersection.

(ALLOW TIME)

You walk up Road 1, looking to your right. However, you don't see any houses on Road 1. There is not any place there where people live, or could live. When you find a street like this, you must mark it on your map to show that you actually canvassed it.

To find out how to mark your map, let's turn to page 23 in your Enumerator's Manual, section 3.6.

(ALLOW TIME)

3.6 When a Road Segment Has NO LQS / DWELLING UNITS

- 1 Travel around every area in the ED unless the entire ED obviously contains no living quarters because it is a completely vacant. For each road segment with no living quarters, print "NO LQ" along that segment on the map. For entire area or ED without living quarters, print "NO LQ" on the map for each road segment.
- 2 Never assume that a commercial or other apparently nonresidential area contains no living quarters. Stop at each building and ask a knowledgeable person about living quarters within the building or on the property.

In this section, you will find the type of entries you may need to make on your ED map. Take a minute to study the illustration.

(ALLOW TIME)

- Q. How will you mark your map to show sections of roads that don't have any living quarters on them, Mr(s)._____?
- A. Print "NO LQ" for each road segment of a block that contains no living quarters.

Living Quarters is defined by the National Statistical Office as any place where people live or *could live*. This includes the typical places where people live like houses, apartments, houseboats, and cabins, as well as *other* kinds of living quarters such as large boarding houses, mental institutions, jails, and so forth.

So when you're canvassing, and you pass a section of road with *no buildings* at all, you'll mark "NO

LQ" on your maps. You will *also* mark a section of road that contains *buildings used for business purposes* only, such as stores, warehouses, or office buildings, "NO LQ."

But be *very careful*. Sometimes commercial buildings *also* contain living quarters. For example, a grocery store may have a room where the owner lives in the rear or above the store. It's up to you to ask questions and be on the lookout for signs of occupancy, like extra electric meters, extra doorbells, outside stairs, extra mailboxes, and so on.

Back to the workbook, on page 22. Go ahead and mark the section of Road 1 between Road 8 and Road 2 as having *no* living quarters.

(ALLOW TIME – WALK AROUND)

Now let's say Road 2 has all businesses.

(ALLOW TIME)

Q. Where do we canvass next, Mr(s)_____?

A. Road 3.

Q. How do we canvass Road 3, Mr(s)_____?

A. Canvass on the right, turn around at the end and walk back along the other side, still canvassing to the right.

As we canvass, we also are listing, interviewing, and map spotting living quarters / dwelling units. For this exercise, we'll assume that the other three steps of the job are taking place.

- Q. As we walk back from the dead end, we see Road 4 opening off to our right. If we always canvass to our right, what do we do now, Mr(s)._____?
- A. We turn right onto Road 4 and canvass along it.

Does everyone understand our route as we canvass these two interior streets?

(ANSWER QUESTIONS)

We've walked all the way to the end of Road 4.

- Q. What do we do now, Mr(s)._____?
- A. We turn around and canvass along the *other* side of Road 4.

We have reached the end of Road 4 back at Road 3.

- Q. What do we do now, Mr(s)._____?
- A. Turn right onto Road 3 and canvass to the end.

We're on Road 5 now. We continue canvassing to our right, in a clockwise direction.

Look at the Stream. Notice the fishhook. This tells us that the Stream is not a block boundary. In

cases like this, you would cross the stream and continue to canvass along Road 5 and on Road 6, Road 7, and Road 8 back to our starting point.

Are there any questions so far?

(ANSWER QUESTIONS)

Now we have finished canvassing the entire block.

Q. What map entry do you make when you have finished canvassing an entire block, Mr(s)._____?

A. Draw a circle around the block number.

Everyone draw the circle around *both* block numbers 107.

(ALLOW TIME)

Does anyone have a question about the map entries you will make while canvassing?

(ANSWER QUESTIONS)

Let's do a practice exercise on map reading and canvassing to put into practice some of the principles we have learned.

Turn to page 23 in your workbook.

(ALLOW TIME)

You begin to canvass in the northwest corner of block 104.

Q. At what intersection do you start Mr(s)._____?

A. The northwest corner of block 104 where Road 6 intersects Road 1.

Does everyone see the starting place?

(ALLOW TIME)

Draw an "X" inside block 104 to show where you started this block.

(ALLOW TIME)

Q. Before we begin, what census map symbol do you see inside block 104, Mr(s)._____?

A. A fishhook across the Creek.

Q. What does the symbol tell you?

A. The area on both sides of the creek is in block 104. (OR SIMILAR REPLY)

Assume that you have started walking on Road 1 in an easterly direction. Just before you cross the Creek, you see a house on the right side of Road 4. Remember, you are always

canvassing to your right. You knock and ask the person the questions on the Visitation Record, then conduct the interview. Finally, you must spot and number the living quarters on the map.

Q. How will you show the living quarters on your map, Mr(s)_____?

A. Draw a spot at the location on the map and enter the map spot number next to it.

On the job, you will enter the map spot number you have assigned consecutively from the Visitation Record, starting with the number "1" at the beginning of each new block. Since we are at the beginning of a block, we will start with map spot number "1", and then continue with "2", "3", and so on.

Enter a map spot the figure "1" next to the spot. Make your entry now – that is, enter a spot and number "1" just west of the Creek.

(ALLOW TIME)

Make sure that you complete the items A to H before the interview, on the front cover of the questionnaire. Fill out the questionnaire, and check it for completeness.

You will *not* complete the "For Enumerator Use" box on page 2 because this is not a vacant living quarter / dwelling unit. After the interview, complete the remaining items on the front cover of the questionnaire. Complete columns (5) and (6) of the Visitation Record, "Date questionnaire completed" and "Number of persons" for all interviews.

(PAUSE)

As you travel a little farther east on Road 1, you see a group of three houses on your *left*.

Q. Will you map spot these living quarters now, (CALL ON VOLUNTEER)?

A. No.

Q. Why?

A. The houses are outside block 104.

For the remainder of this exercise, we will *assume* that we have made entries on the Visitation Record and have completed the questionnaires.

We will concentrate on map spotting.

(PAUSE)

As you continue your travel, you see a one-family house to your right on the southwest corner of Road 1 and Road 2.

Q. Will you need to map spot this living quarter, Mr(s)._____?

A. Yes.

Assign this living quarter's map spot number 2.

Q. Where will you travel from here, Mr(s)._____?

A. Turn right (or south) on Road 2.

As you travel down Road 2, you complete a questionnaire at a small one-family house on the west side of the end of the dead-end road.

Make the entries on your map.

(ALLOW TIME)

Q. What entries did you make, Mr(s)._____?

A. I drew a spot at the end of Road 2, and assigned it map spot number 3.

As you turn around on Road 2 and return to Road 1, you notice that there are no living quarters on your right.

Q. What do you print on that segment of Road 2.

A. "NO LQ".

(ALLOW TIME)

Now you are back on Road 1 heading east again. You notice that there are no living quarters the segment of Road 1 from Road 2 to Road 3.

(PAUSE)

Q. What entry will you make on your map, Mr(s)._____?

A. "NO LQ."

This is another example of a road segment that has no living quarters. Make the "NO LQ" entry now.

(ALLOW TIME)

Now you turn right on Road 3.

(PAUSE)

As you go down Road 3, you see ball fields on your right, then a concession stand. As you approach Road 5 you see a building that says College Registration Office on your right and another on your left that says College Information Building.

There appears to be no regular living quarters on Road 3, but there is the college. A college is what the National Statistical Office calls a special place. Turn to page 13 of your Enumerator's Manual and read the definition of Institutions (Special places).

(ALLOW TIME)

Are there any questions about what is meant by the term special place?

(ANSWER QUESTIONS)

Now turn to page 39 of Enumerator's Manual, read section 4.8, and scan the list of special places to decide which item on the list covers the Road 3 college.

(ALLOW TIME)

Q. Which item on the list best describes the Road 3 College?

A. Colleges and universities, and off-campus dormitories and fraternity and sorority houses.

(ALLOW TIME)

Look at your ED map. Notice that there are two 900-series map spot numbers and a name next to the spots. The "900" map spot and name identifies the Road 3 College. The "901" map spot number identifies the group quarters. Group quarters are a type of residential living quarters within special places. You just verify the special place address and then go on. If you find an error, report it to me.

(PAUSE)

Look for the Road 3 College.

(ALLOW TIME)

Q. Is the Road 3 College listed on the yellow page, Mr(s)._____?

A. Yes.

When you first start working, check the yellow pages to see if there are any special places in your ED.

(ALLOW TIME)

You've now verified the listing on the yellow page. Also verify that it is spotted correctly on the ED map.

(ALLOW TIME)

Q. Is the special place map spotted correctly, Mr(s)._____?

A. Yes.

Now enter a check mark in column (8) of the Special Place Visitation Record to show that you found the special place and verified the listing.

Q. Do you add the special place to the *white* listing pages, (ANYONE)?

A. No, you never add or copy a special place to the *white* listing pages.

Are there any questions about handling special places?

(ANSWER QUESTIONS)

I suppose you are wondering why we aren't completing a questionnaire for persons at special places.

We enumerate persons at these places separately, using a special type of questionnaire called an Individual Census Report, or ICR for short. *You* do not enumerate these persons. If you come

across a special place that is not listed on the yellow pages, or is not map spotted, add the special place to the special place Visitation Record and assign it the *next* 900-series map spot number; for example, if the previous map spot number was 907, the one that you are adding will be 908. Notify me and I will enumerate the special place. Do not ask about or enumerate living quarters at special places, even though you may see separate houses associated with the place.

Are there any questions?

(ANSWER QUESTIONS)

Now you turn right on Road 5 traveling in a southwesterly direction. You look for Road 4 but cannot find it. Instead, where Road 4 should be, we find a large area being cleared for the construction of an industrial complex.

Turn to page 24 of your Enumerator's Manual, and read Section 3.7, Updating Your ED Map.

(ALLOW TIME)

- Q. How will you indicate that Road 4 no longer exists, Mr(s). _____?
- A. I will delete the road by entering a small series of "Xs" and use double bars at the beginning and end of the series of "Xs" to show exactly how much of the road I am deleting.

Make your entry on the map. Continuing down Road 5 about six tenths of a mile, you find a road with no living quarters and without a name.

Q. Is this road shown on your ED map, Mr(s)._____?

A. Yes.

Q. How will you indicate this, Mr(s).____?

A. Print "NO LQ" on both sides of the road and print "UN RD A" next to the road.

(ALLOW TIME)

As you approach the Creek, you see an apartment house on your right. You discover there are *four* apartments. Make a spot on your ED map to show the location of the apartment building. Then enter the *range* of map spot numbers assigned to the living quarter / dwelling unit: 4-7 (FOUR DASH SEVEN).

Now you reach the intersection of Road 5 and Road 6 and turn right. Near the intersection on your right, you complete a questionnaire for a one-family house. Make your entries on the map.

(ALLOW TIME)

Q. What entries did you make, Mr(s)._____?

A. I drew a spot and entered map spot number 8.

You continue to travel north on Road 6 and after half a mile find a road that extends for two tenths of a mile and has a living quarter / dwelling unit on each side of it near the end.

- Q. What do you do, Mr(s)._____?
- A. Draw it on the map, name it "UN RD B", and give the living quarter / dwelling unit map spot numbers 9 and 10.

Finally you return to the corner of Road 6 and Road 1, your starting place.

- Q. What is the last entry you will make on the map for block 104, Mr(s)._____?
- A. I will circle block 104 on the map.

Turn to page 24 of Workbook and look at the sample map. This is what your practice exercise map should look like. Compare it with the one you've just completed.

(WALK AROUND AND OBSERVE TRAINEES' PRACTICE MAPS. ALLOW TIME. ASSIST ANY TRAINEE WHO MADE AN ERROR. BE SURE HE/SHE UNDERSTANDS CANVASSING AND MAP SPOTTING BEFORE CONTINUING.)

Now a few review questions.

- Q. How will you indicate your starting point on your ED map, Mr(s)_____?
- A. Print an "X" at the corner of the block. (OR SIMILAR REPLY)
- Q. How will you show the location of every living quarter in your ED, Mr(s)._____?
- A. Draw a map spot and enter the appropriate map spot number next to it.

Q. How will you map spot living quarters for an apartment building, Mr(s)._____?

Give an example.

A. Enter the range of map spot numbers according to how many units are in the structure.

For example, one dash twenty (1-20) indicating 20 units in the structure if these are the first living quarters in the block. (OR SIMILAR ANSWER)

Q. How will you treat roads on the map that do not exist on the ground, Mr(s)._____?

A. "X" them out.

Q. How will you show that there are no living quarters along a section of road, Mr(s)._____?

A. Print "NO LQ" along the road between intersections.

Q. How will you verify that a special place has been enumerated?

A. By looking for the special place on the yellow Special Place Visitation Record Pages of the Visitation Record and the 900 series map spot number and it's name on the ED map.

Q. In what direction do you canvass, Mr(s)._____?

A. In a clockwise direction.

This completes our discussion on canvassing. Are there any questions?

(ANSWER QUESTIONS)

Let's take a break. Please be back in 15 minutes.

CHAPTER K. LISTING

Now that you know how to read the ED map and how to canvass, let's learn more about *listing*, the second step of your job. Our 2010 census is an enumeration of both population and housing. We are counting all the people and all the places where people live or could live. Up to this point in our training, we have found it convenient to assume that everybody lives in the typical, one-family house or apartment. Of course, we know this is not true.

Some people live in a rented room or rooms in the house of another person. Sometimes, two families share a house once intended for one family. A large family may occupy two small apartments or even rooms originally built as two separate places.

(PAUSE)

Let me repeat, you are to enumerate as a living quarter / dwelling unit each place where people live, or could live, based on how people use the place.

(PAUSE)

In the next part of the training, you will learn how to determine if living quarters should be enumerated as only one living quarter / dwelling unit or as two or more units. You will learn the definition of a living quarter / dwelling unit and how to apply that definition in your work.

Open your Enumerator's Manual to page 148. I want you to read Appendix B, Living quarters / Dwelling units Definition.

(ALLOW 10 MINUTES)

The living quarters / dwelling units definition is a tool you can use to decide if a place should be enumerated as a single living quarter / dwelling unit or as two or more units.

There are two requirements – or criteria – that a room or a group of rooms must meet to qualify as living quarters / dwelling units.

(PAUSE)

Q. What are these two requirements, Mr(s)._____?

A. Separateness and direct access.

Notice that certain unusual living quarters are considered living quarters / dwelling units if they are occupied and not used for business or for extra sleeping space or vacations on the census reference date. Boats docked on the river, or a tent are living quarters / dwelling units if someone lives there regularly.

The point is that you can apply the living quarters / dwelling units definition to any arrangement of people you encounter. There will be times when you have to decide if a group of people make up one household or two. People *do not* have to be related to make up a household.

If you face a situation where you have to decide if there are one or two living quarters / dwelling units in a single building, you will apply the living quarters / dwelling unit's definition.

You also apply the living quarters / dwelling unit's definition to vacant living quarters. Even when no one lives in a place, you can decide if it qualifies as a living quarter / dwelling unit based on whether it has separateness and direct access.

(PAUSE)

Usually, you can determine the number of living quarters / dwelling units simply by asking. However, if the respondent asks, "Well, what do you mean by that?", here are some guidelines.

A person could have complete facilities – living room, bathroom, kitchen, and so forth. But if the person routinely shares part of someone else's living quarters, then the person does not occupy a separate living quarter / dwelling unit.

Does anyone have a question about living and eating separately?

(ANSWER QUESTIONS)

Q. Is direct access always from the outside of the building, Mr(s)._____?

A. No, it can be from a common hall.

Now, I want you to read Guidelines for Applying the Living quarters / dwelling units Definition found under Appendix B of your Enumerator's Manual. This is also on Page 148.

(ALLOW TIME)

Are there any questions?

(ANSWER QUESTIONS)

One important point to remember. Your instructions are to *ask* about living and eating separately anytime you are dealing with someone other than the immediate family. The immediate family is a person, that person's spouse, and their unmarried children. You still have to ask about all other persons, including married children and brothers and sisters of the person and the spouse.

- Q. If it is reported that a person – or group of persons – eats or lives with other people, is it necessary for you to ask about direct access, Mr(s)._____?
- A. No, because by definition this is one living quarter / dwelling unit.

If it is reported to you that someone lives and eats separately, then you follow up with a question about direct access. You can ask, "Does this person have direct access to her or his living quarters?" If the respondent does not understand what you mean by direct access, then you can ask, "Does this person have to walk through someone else's living quarters to get to his or her quarters?"

Does anyone have a question at this time about the living quarters / dwelling unit's definition?

(ANSWER QUESTIONS)

There is another exercise for you to complete in your workbook. Turn to page 25. On page 25 you will find four situations, briefly described. Write the *number* of living quarters / dwelling units described in each situation in the space provided at the right. Use page 148 of your Enumerator's Manual to help you. Does anyone have a question about what I want you to do?

(ANSWER QUESTIONS)

You may begin.

(ALLOW ABOUT FIVE MINUTES FOR THE TRAINEES TO COMPLETE THE EXERCISE. THEN CALL ON DIFFERENT PERSONS TO GIVE ANSWERS. REVIEW BY USING THE ANSWER KEY ON THE NEXT PAGE TO DETERMINE IF EVERYONE UNDERSTOOD EACH SITUATION.)

LIVING QUARTERS / DWELLING UNITS	
<p>Study each situation described below. Decide how many living quarters (LQ) / dwelling units (DU) should be listed. Write the correct number in the column to the right. Use your Enumerator's Manual, if necessary.</p>	
Situation	LQ(s) / DU(s)
<p>1. Jack Smith has a room with bath in the Nelson house. Jack enters his room through a door from the side porch. He cooks breakfast each morning on a hot plate, and eats lunch and dinner out. Is the Nelson housing one living quarter / dwelling unit?</p>	
<p>2. John Thompson's room is in the Peters home. Thompson has direct access through a side door. They share the same kitchen to cook and eat.</p>	
<p>3. Carl John has an apartment in an apartment building. He has a complete kitchen and access through a common hall. In the building there are five other apartments like his apartment, but they are vacant. How many living quarters / dwelling units are there in the apartment building?</p>	
<p>4. Bob Johnny's room is in his landlord's home. Johnny has installed a sink, a hotplate, a microwave oven, and a refrigerator for his use only. He gets to his room through his landlord's kitchen.</p>	

Answers: 1 = 2, 2 = 1, 3 = 6, 4 = 1

(ALLOW TIME)

Are there any questions about the living quarters / dwelling unit's definition and its use?

(ANSWER QUESTIONS)

As I said earlier, the four main parts of your job are canvassing, listing, interviewing, and map spotting. These things are done all at one time. As you canvass your ED, you locate and *list* each place where people live or could live, and then you complete a questionnaire for each place and finally you mark the map.

Now that you all understand the living quarters / dwelling units definition, you all are ready to learn more about how to list. By listing, I mean you write down the address or a location description of each living quarter / dwelling unit. You do this listing in the Visitation Record.

Let's go over the parts of the Visitation Record. Please refer to your training Visitation Record.

(ALLOW TIME)

The first page of your register is the Visitation Record Cover. This page contains information about the area you will work in, and about you and me.

(PAUSE)

The cover is divided into five sections.

Section 1, Assignment Information, will contain your name, address, telephone number or other means of contact, as well as my name, address, telephone number and crew leader district number.

Are there any questions about section 1?

(ANSWER QUESTIONS)

Section 2, Identification, is in the upper right corner. It contains the identifying information for a particular area. It includes the basic geography you will need for your enumeration –

- A. Region/Parish/County/ District _____
- B. City/Town/Borough/Ward/Constituency/Electoral Division _____
- C. Community/Village/Ward/Settlement _____
- D. Enumeration District Number (ED) _____
- E. Block _____

Each Visitation Record is supposed to have this information – except for the block – already filled in.

Are there any questions about section 2 of the cover page?

(ANSWER QUESTIONS)

Section 3, Regular Enumerator Daily Progress Record, is a very important section. In this section, you maintain a daily and cumulative record of your day-to-day progress.

You are the "Regular Enumerator."

(PAUSE)

Line (a) is where you record the date,

line (b); the living quarters that were enumerated on that day;

line (c), living quarters enumerated to date; and

line (d) "Callbacks Outstanding."

Callbacks are interviews that are incomplete for one reason or another. You'll learn more about callbacks later. But for now, just remember that a record is kept for those incomplete interviews.

Sections 4 and 5 are used in later operations, except that I use columns (2) and (3) in section 4 to record when I check your work.

Do you have any questions about the cover of the Visitation Record?

(ANSWER QUESTIONS)

(PAUSE)

Turn to the next page. These pages are the Visitation Record for listing addresses or location descriptions and related information. You will list every living quarter(s) / dwelling unit(s) in your assignment area on these pages.

(ALLOW TIME)

The page is divided into 13 columns. Take a moment to scan these, and then we'll discuss each column. Don't worry about the column numbers; concentrate on the headings.

(ALLOW TIME)

This page is used to record information concerning each living quarter / dwelling unit in an ED. During your canvassing, you will obtain most of this information from the living quarter / dwelling unit occupants or from neighbors, in order to fill in a line for each living quarter / dwelling unit.

Other columns are filled without asking the respondent. For example, look at columns (1), (2), (3), and (4).

Q. Who can tell us where you obtain this information?

A. From the ED map.

We must have a 3-digit block number on each listing line you use.

Does everyone understand that the block number comes from your ED map?

(EXPLAIN IF NECESSARY)

Look at column (4). This column is labeled "Household number." Each line and therefore each living quarter / dwelling unit you list will be identified by a one-to-four digit number – the map spot number.

Now look at the questions printed in bold type, which appear over columns (5) and (6). It begins, "What is the full name.....?"

(ALLOW TIME)

You must ask these questions of the respondent at each living quarter / dwelling unit in your ED. Notice that the words are printed in bold letters. In column (5), enter the *full* name of the occupant who owns or rents the living quarter(s) / dwelling unit(s), or any responsible person 15 years of age or older.

Column (6), enter the house number, street name, and apartment number, and village, island or other area name, as appropriate. If the addresses you list do not have house numbers and street names, you must enter a location description in column (6). Post Office box numbers, rural route and general delivery of mail at a post office are not street addresses. In these cases, you must enter a location description.

Locate your Enumerator Manual and turn to page 35 and read number 6. Read this section on location descriptions. Look up when you are finished.

(ALLOW TIME)

Q. Who can volunteer some ideas on how to write a location description?

(CALL ON DIFFERENT PERSONS. PROMPT THE TRAINEES TO THINK OF SOME OF THE INFORMATIONAL ITEMS LISTED BELOW. IF THEY DO NOT, MENTION ONE OR TWO TO PROMPT THEIR THINKING.)

A. Location description could contain:

- the name of the road on which the address is located;
- the distance and direction to the nearest landmark, such as an intersection, school, graveyard, store or church, post office, or prominent natural feature;
- reference to an adjacent living quarters street name;

The best method is to first ask the respondent to tell you where the house is located. Most people have learned a workable explanation through experience. Then you print that description or a condensed version of it in column (6). If the respondent can't offer an explanation, then make up your own, using permanent and prominent features.

If the house has a bright green roof with orange sides, use that. Use the abbreviations on page 37 of the Enumerator's Manual to guide you when entering a location description in column (6) of the Visitation Record.

(ANSWER QUESTIONS)

In column (12), you enter the month and day the questionnaire is *completed* for the living quarter / dwelling unit.

Any questions about column (12)?

(ANSWER QUESTIONS)

What is needed for columns (7) through (10) is the "number of persons" by sex, occupying each living quarter / dwelling unit, and those who are non-resident. You will obtain this number from the questionnaire, in the household listing. Simply count the number of persons listed there and enter the totals in columns (7) through (10) of the Visitation Record. Enter a "C" if you cancel the listing. In column (11) you will enter the number of questionnaires for this unit – including continuation forms.

(ALLOW TIME)

Q. What would you put in columns (7) and (8) if the address is vacant,

Mr(s)._____?

A. O (zero).

Are there any questions about the columns for number of persons and where to find the information to complete them?

(ANSWER QUESTIONS)

Column (13) is for any remarks.

Are there any questions?

(ANSWER QUESTIONS)

(PAUSE)

You should also ask a question about whether any other living quarter(s) / dwelling unit(s) might be there that you cannot see.

This question is on the listing page to help you find living quarters / dwelling units that you might otherwise miss, such as an apartment upstairs in what appears to be a one-family house, or a garage apartment concealed behind a large house.

Suppose you are working in a large, older house that has been cut up into apartments. Just make sure you locate, list, and enumerate *all* the apartments.

(PAUSE)

Does anyone have a question about asking this question?

(ANSWER QUESTIONS)

The other items we'll discuss on the listing page are items down at the bottom of the page.

You need to write your code number on each page you use. The code number is on the cover of the register.

Also, enter the four digits number of the ED in which you're working in the appropriate space. You fill that on each page you use, even if you use only one line.

Finally, the page numbers are in lower right corner. When you have filled the Visitation Record or completed the ED, you go back and count the total number of pages used and put this total on each page.

For example, if your ED requires 12 pages to list, this item on the first listing page should read "Page 1 of 12."

The rest of the items along the bottom of the listing page should be disregarded. They are for office use only.

Does anyone have a question about the items at the bottom of the page?

(ANSWER QUESTIONS)

Are there any questions about the Visitation Record page?

(ANSWER QUESTIONS)

(PAUSE)

If you find any special place, make sure you let your supervisor know. You *do not* enumerate Special places. Turn to page 39 of Enumerator's Manual and read the List of Special Places.

(ALLOW TIME)

4.8 List of Some Institutions/Special Places

Notify your Supervisor of any additions you make. Special places include:

- Alcohol and/or drug treatment centers
- Boarding and rooming houses
- Camps (recreational, educational, religious, etc.)
- Colleges, universities, and off-campus dormitories.
- High schools with boarding students.
- Convents, monasteries, and rectories.
- Dormitories for workers at construction sites and job training centers, factories, etc.
- Group homes (For example: contract workers or volunteers living in a unit)
- Hospitals (all types)
- Hotels and motels
- Jails, holding cells, police lockups, and police stations
- Marinas
- Military bases (all types).
- Prisons
- Tourist homes
- Workers living at construction sites
- Other such places not listed above (identify by special place name, if any, or type). Do not list fire stations (if there is no dormitory), bars, libraries, etc., as special places

NOTE: The following types of places are not institutions/special places, even if persons are living or staying there:

- 1 Schools below the college level (such as day care centers, grade schools,) except for those noted above.
- 2 Churches and cathedrals.
- 3 Restaurants, bars, gas stations, and similar commercial businesses.
- 4 Recruiting centers or similar off-base military facilities

NOTE: You should make prior arrangements before enumerating institutions. Your Supervisor is responsible for their enumeration. You may be instructed by your Supervisor to help him/her in some cases, but wait until you receive instructions.

As I said earlier, refer to these if you have any difficulty in classifying a special place found during your canvass.

(PAUSE)

If you have already begun interviewing and find there are 10 or more unrelated people living in the

same living quarter / dwelling unit, making it a Special Place – finish enumerating it and then list it on the yellow Special Place Listing Page.

Inform me, at our next meeting, that you have found a special place. I will enumerate it or make arrangements to have it enumerated.

Are there any questions on this procedure?

(ANSWER QUESTIONS)

In some cases, you may find living quarters / dwelling units at special places. These living quarters / dwelling units will be enumerated by me or another supervisor. But you must tell me about these situations.

Are there any questions?

(ANSWER QUESTIONS)

You use the Callback Record to record all callbacks to living quarters / dwelling units, if no one was home. That's why it's called the "Callback Record."

Are there any questions?

(ANSWER QUESTIONS)

(PAUSE)

Remember that we are taking a census of population *and* housing – we want a listing for vacant – as well as occupied -- living quarters / dwelling units, if they could be used as a residence.

Turn to page 37 of your Enumerator Manual and read “Type of Places TO INCLUDE in the Visitation Record”.

(PAUSE)

4.5 Type of Places to Include on the Visitation Record

Fill a separate line on the visitation record listing pages for the address or location of each living quarters, such as:

1. Houses: vacant or occupied.
2. Individual units within a multi-unit building (apartments, housing conversions): vacant or occupied.
3. Seasonal and weekend living quarters (cottages and other vacation homes, etc.): vacant or occupied.
4. Living quarters/dwelling unit under construction, provided usable floors and roofs are in place. Print "Under construction" in the space for comments.
5. Vacant residential buildings being converted or remodeled. When possible, list the housing units as they will exist after remodeling (including apartment designations or locations); otherwise, list the units as they existed before remodeling began.
6. Vacant living quarters used to store excess household furniture. Print "household storage" in the column for comments.

Q. When will you list living quarters that are still under construction, Mr(s)_____?

A. When usable floors, windows, and exterior doors are in place.

Do you have any questions about the types of places to list?

(ANSWER QUESTIONS)

Turn to page 38 on your Enumerator's manual. I want you to read "Types of Places NOT TO INCLUDE in the Visitation Record."

(ALLOW TIME)

4.6 Types of Places NOT To Include in the Visitation Record

1. Any living quarters not occupied and not intended for occupancy as a *separate living quarters*; for example, places used as overflow sleeping quarters for the main house. In such situation, it forms part of the main dwelling unit.
2. Individual transient trailers, campers, etc., occupied only by persons who have a usual home elsewhere. For example, a person may be on vacation and occupy a camper parked behind a relative's house; do not list the camper.
3. Vacant living quarters that are being torn down.
4. Vacant housing units open to the weather that are not intended for occupancy OR Vacant living quarters "open to the elements" when the roof, walls, windows, and/or doors no longer protect the interior from rain or wind.

NOTE: The Visitation Record pages must contain the addresses or locations for living quarters (including special places and special place housing units) intended for occupancy and other buildings (business places etc) in the area

Most of these are self-explanatory. However, let me point out that we're talking about unoccupied usual home elsewhere (UHE) and vacant places. Anytime anything is occupied on a regular, permanent basis, you list it. If someone calls it "home," even if it's a boat or an automobile then you list it. Do you have any questions about what to list and what not to list?

(ANSWER QUESTIONS)

Now let's discuss for a moment the order of listing.

Usually, you will list the living quarters / dwelling units as you come to them while canvassing. Listing and enumerating for one-family living quarter / dwelling unit is relatively simple. Listing for multi-unit buildings, such as apartment houses, is not difficult, but there are certain procedures that you must learn and follow carefully. You've probably seen apartments numbered or lettered in various ways, and then there are those that are neither numbered nor lettered.

In the first place, you list each apartment on a separate line. For those units that *are* numbered, list them in numerical order starting with the lowest and going to the highest number. For the lettered apartments, list in alphabetical order space between - A,B,C,D, and so on. For units using a combination, list in *alpha-numeric order* – A1, A2, B1, B2, etc. Always follow this order, even though their location in the building may not be in order.

Are there any questions about the order of listing for numbered, lettered, and/or alpha-numeric apartments?

(ANSWER QUESTIONS)

For unnumbered or unlettered apartments, describe their locations in column (6) of the Visitation Record. List the living quarters, beginning on the right, as if you are facing the front entrance to the building while standing outside; for example, first floor front, second floor right.

First floor apartments are listed first, then the second floor, and so on. Start on the lowest floor and list one floor at a time.

(PAUSE)

While you're doing this, keep in mind that what you want is a location description that another person can use it to find his or her way back to the same apartment easily.

Does anyone have a question about listing apartments?

(ANSWER QUESTIONS)

Does anyone have any questions about listing in general?

(ANSWER QUESTIONS)

Now that you are familiar with the listing page, I want to conduct a short exercise. In this exercise, there will be three listings. *Do not* fill out any questionnaires – this is to practice listing only.

Turn to the Visitation Record.

(ALLOW TIME)

For the next few minutes, I am going to pretend that I am some of the people living in your ED. You are going to be the enumerator coming around to list addresses and related information then to

complete questionnaires. I'll call on different members of the group to knock on my door and ask the listing questions.

For this exercise; *Do not* spot the addresses on the map.

Now I will call on someone to conduct a listing interview. If I call on you, please ask the questions loud enough for the whole group to hear. I'll give the answers a respondent would give. Everyone should make the entries on the first blank line of the listing page. All the listings will be in block 101. Start with the first blank line. Start with Building 1 and Dwelling unit number 1, so write these in columns 2 and 3 now. Since this will be the first living quarter / dwelling unit in block 101, our first map spot number is "1". Everyone enter a "1" in column (4).

(ALLOW TIME)

Before this exercise begins, are there any questions?

(ANSWER QUESTIONS)

Would you be our first enumerator, Mr(s)_____?

(NOTE: IN THE FOLLOWING PRACTICE, THE QUESTIONS THE TRAINEE SHOULD ASK ARE SHOWN BY THE LETTER "E" FOR ENUMERATOR. YOUR RESPONSES ARE

SHOWN BY "R" FOR RESPONDENT.)

E: Hello. My name is (YOUR NAME) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification, and here's some information about the purpose of my visit. (GIVE RESPONDENT COPY OF THE PRIVACY NOTICE).

What is the full name of the occupant who owns or rents this house?

R: That's me, Johnny Wise

E: How do you spell your last name?

R: W.I.S.E.

Notice he did not give a middle name or initial; therefore, Mr(s). _____, you need to ask for a middle initial.

E: What is your middle initial, Mr. Wise?

R: My middle initial is "B" for Beasly.

E: What is the address or location of this house?

R: It is 307 Oak Street, Any town, [Country Name].

E: Are there any other living quarters, occupied or vacant, in this building or on this property?

R: No, my house is the only place here.

Everyone should have made these entries:

Column (2) – 1

Column (3) – 1

Column (4) - 1

Column (5) – Wise, Johnny B

Column (6) – 307 Oak St., Any town, [Country Name]

Let us talk just a minute about this interview. You can see how simple this part of the job can be.

Often people will give you just a first and last name. You will have to probe – or ask a follow-up question – to get the middle initial.

Also, you should ask people to spell their names, even if you think you are sure of the name.

People can spell even a familiar name in different ways.

That goes for street and place names also. Until you have established the spelling, ask.

Now you are approaching a white frame house, with a driveway that runs beside the house and back to the rear of the property. You knock on the door but get no answer. You are about to leave when you see a man walking up the driveway from behind the house.

I want everyone to fill the next blank line on the listing page for the exercise.

(PAUSE)

If you will be our enumerator, Mr(s)._____, I will play the part of the man, our respondent. You are still standing on the step when I call out, "Hello. I thought I heard someone knocking. Do you need something?"

E: Hello. My name is (YOUR NAME) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification, and here's some information about the purpose of my visit. (GIVE RESPONDENT A COPY OF THE PRIVACY NOTICE). For the average household this interview should take less than one hour. What is the full name of the occupant who owns or rents this house?

R: Census taker, you say? Well, you won't find anyone there. Nobody is in that house. My name is Frye. I am caretaker for the big house, and I live back there behind this place in a converted garage.

(INTERRUPT AND ASK:)

Q. Which place do we list first, Mr(s). (CALL ON VOLUNTEER)?

A. The large house that we came to first.

You list the living quarters / dwelling units you came to first. Before doing so, there is a problem that needs to be solve.

You all have to determine the status of the large house. Is it vacant? Or, are the occupants simply away on vacation? Let's continue the interview now, Mr(s)._____.

You should ask Mr. Frye about the status of the large house, and list that address first. When you get through, you can determine the status of his "converted garage". Please continue, Mr(s)._____.

E: You said there is nobody in the house. Do you mean the house is vacant? (OR SIMILAR QUESTION)

R: No, not really; they're off in Miami.

(PAUSE)

You all need to determine when they will return and write the callback date on the Callback Record (pink pages). (TO TRAINEE) Continue with this question.

E: When do you expect them to return?

R: They will be back Saturday. Got a text message last night. I am opening the place up tomorrow to make sure everything is all right.

Write this information in column (8) of the callback record and then continue to get information about the unit. Even though no one is at this living quarter / dwelling unit, everyone must enter as much information as they can for the unit on the listing page. In column (2), enter 2, in column (3) enter 2, and in column (4) enter 02 for the household number (map spot number). Please continue with the listing questions for the big house.

E: What is the full name of the occupant who owns or rents this house?

R: Mrs. Helen P. Jones.

In column (5), enter Jones, Helen P.

(TRAINEE SHOULD ASK FOR SPELLING)

E: What is the address or location of this house?

R: The address is P.O. Box 15, Any town, [Country]

(TRAINEE SHOULD ASK FOR A LOCATION DESCRIPTION IF THERE IS NO HOUSE NUMBER AND STREET NAME. POST OFFICE BOX ADDRESSES ARE NOT ACCEPTABLE AND NEED TO BE RECORDED.)

E: How would you describe the location of this house?

R: It's the brown house opposite of Jim's store, beside the graveyard.

Enter this information in column (6).

E: Are there any other living quarters, occupied or vacant, in this building or on this property?

R: Just one, my place. It's right behind this place.

Now we have to list Mr. Frye's living quarter / dwelling unit. Enter 3 in column (2), 3 in column (3) and map spot number 3 in column (4). Please ask the listing questions for his living quarter / dwelling unit.

E: What is your full name, Mr. Frye?

R: Lloyd Horatio Frye.

(TRAINEE SHOULD ASK FOR SPELLING)

E: What is the address or location of this house?

R: Oh, I pick up my mail in town. It gives me a chance to get away from here. My address is General Delivery, Any town.

Notice that he gave a mailing address that does not include a house number or street name. We need a description of the location of the unit in this case. Please ask for a location description.

Q. Can anyone suggest a location description we could use?

A. The listing can be described as "Behind Mrs. Jones' house (map spot number 2). (OR SIMILAR REPLY)

E: Are there any other living quarters, occupied or vacant, in this building or on this property?

R: Just Mrs. Jones' house, and you already got that.

Now we need to obtain a questionnaire from Mr. Frye.

Thank you for helping, Mr(s)._____.

This concludes the listing exercise.

Pair up now and compare the entries you have made.

(ALLOW 4 MINUTES MAXIMUM)

Do you have any questions about handling the listing page?

(ANSWER QUESTIONS)

Now we will take a lunch break. Please be back in one hour.

CHAPTER L. CANVASSING AND LISTING EXERCISES

The next several exercises will combine all the steps of the job. That is, of course, how you will work – you read the ED map, canvass your ED, list the addresses or location descriptions and other information, interview at living quarter(s) / dwelling unit(s), and map spot addresses on your ED map at the same time.

Q. What are the basic steps of your job? (ANYONE)

A. Canvass, list, interview, and map spot.

(PAUSE)

For this part of the training, you will need your workbook, the training Visitation Record, and a pencil.

(PAUSE)

Refer to the ED map on page 26 and 27 of your workbook. Turn to it now.

(ALLOW TIME)

That is ED 299. The map will represent the real map you will use on the job, and you are to make the proper entries on it. In our exercises, you are to make the proper entries on the listing page. When it comes to living quarters / dwelling units use the *first* blank line in your Training Visitation Record.

Look at ED 299 in your workbook. Find block 101, the largest block in this ED.

(ALLOW TIME)

Does everyone see block 101?

(POINT OUT IF NECESSARY)

Now take a pencil and lightly trace around the boundary of block 101 in a clockwise direction.

(ALLOW TIME)

Did anyone have a problem tracing the boundary? Did everyone remember to include the parts of the block identified by an asterisk and fishhook?

(ANSWER QUESTIONS)

Q. Who can recall the three rules of canvassing? (CALL ON VOLUNTEER)

- A. Canvass the blocks one at a time in numerical order. Canvass in a clockwise direction.
Canvass only to your right as you travel each block, unless otherwise instructed.

You know that you have to canvass this ED one block at a time. Start with the lowest-numbered block, 101.

(PAUSE)

Does everyone see the intersection of Road 10 and Main Road in the northwest corner of the block?

Remember always to start canvassing a block at an intersection.

(HAVE TRAINEE NEARBY POINT OUT)

That intersection is our starting point. Let us begin the canvass, listing, interviewing, and map spotting of this ED.

(PAUSE)

Q. How do you mark the place and start your canvass, Mr(s)._____?

A. With an "X" .

Everyone please mark the ED map with an "X" at the intersection of Road 10 and Main Road.

(ALLOW TIME)

Q. Which side of Main Road will you canvass, Mr(s)_____?

A. The south side (or, on the right).

In fact, you never will look at the north side! That is outside ED 299.

Let us say that it is mid-afternoon; you are ready to leave your home and go to work. You have your portfolio, with your map, a supply of questionnaires and Privacy Notices, your Visitation Record containing your Enumerator's Manual, and your Questionnaire Reference Book. You have your Visitation Record under your arm.

Q. What other official document will you need, Mr(s)_____?.

A. My identification badge.

Let us say you are going east on Main Road. You look carefully for any kind of structures on your right. You discover a house on Main Road that is exactly half of a mile from the Road 10 intersection.

Use your scale and find the location of this house. Let me repeat that.

(REPEAT ABOVE PARAGRAPH)

Does everyone see this location?

(HAVE A TRAINEE POINT OUT, IF NECESSARY)

I would like to have one of you act as our enumerator and conduct an interview at this house to list the address and complete a questionnaire. I'll be the respondent. All of you mark your map and your Visitation Record in this interview exercise.

Are there any questions about this exercise?

(ANSWER QUESTIONS, AS NECESSARY)

You walk up to the door. You knock on the door, and the door is opened. Will you be our enumerator and conduct the interview, Mr(s)._____? I will be the respondent.

("E" INDICATES WHAT THE TRAINEE SHOULD ASK. "R" IS YOUR RESPONSE.)

E: Hello. My name is (YOUR NAME) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification (PAUSE) and here's some information about the purpose of my visit (GIVE RESPONDENT COPY OF PRIVACY NOTICE).

R: Yes, I see.

E: What is the full name of the occupant who owns or rents this house?

R: David L. Mann.

Be sure to ask for spelling!

Make this entry now in column (5). Also enter the building number in column (2), the dwelling

number in column (3), and the map spot number in column (4).

(ALLOW TIME TO MAKE ENTRY)

E: What is the address or location of this house?

R: Well, we pick up our mail. The mailing address is Post Office Box 218.

(ALLOW TIME)

Now you must ask for and enter a location description of the living quarters / dwelling units in column (6) of the listing page, since there is no house number, let's say this is the first house on the right,

1/2 mile east of Road 10.

(ALLOW SUFFICIENT TIME)

Please continue the interview.

E: Are there any other living quarters, occupied or vacant, in this building or on this property?

R: No, not here.

E: I need to complete a census questionnaire for you and your family.

R: Fine.

Before you conduct the interview, you must complete items A to H in the "GEOGRAPHY" section on the front cover of the questionnaire. Turn to page 8 in your workbooks and complete these items for the Mann household.

(ALLOW TIME)

You would now obtain answers to the questions on the questionnaire. For this exercise, assume you have completed the questionnaire.

Q. What is the next task that needs to be completed, Mr(s)_____?

(CALL ON VOLUNTEER, IF NO ONE VOLUNTEERS, REMIND THE TRAINEES OF THE TASKS LISTED BELOW.)

A. Complete the remaining items I to T in the "GEOGRAPHY" section on the front cover of the questionnaire, signing your name and dating.

Remember: You do not have to fill out the "For Enumerator Use" box on page 2 of the questionnaire when living quarters / dwelling units are occupied, only when it is vacant. Turn to page 9 in your workbook.

(ALLOW TIME)

You have columns to complete on the Visitation Record.

Q. What columns do you need to be filled out on the listing line, Mr(s)._____?

A. Column (12), date questionnaire completed, and columns (7) to (11), for the number of persons and questionnaires in this household.

Use today's date for column (12). Enter it now.

(ALLOW TIME)

To get the number of persons for columns (7) to (10) , you count the number of persons listed in question 1a on page 1 of the questionnaire. Since there are 3 persons in the Mann household, make the appropriate entries in the columns now.

(ALLOW TIME)

Do you have any questions about the Visitation Record?

(ANSWER QUESTIONS)

Are there any questions about the first exercise?

(ANSWER QUESTIONS)

I want you to pair up with someone near you and check the Visitation Record, the ED map, and the front cover of the questionnaire.

(PAUSE)

If there are differences, try to figure them out and discuss the mistake. I will be available for assistance. Pair up now.

(ALLOW 7 MINUTES MAXIMUM. GIVE ASSISTANCE AS NEEDED.)

(ASK A TRAINEE FOR AN ANSWER FOR EACH ITEM OR NECESSARY ENTRY, AND THEN CORRECT OR DISCUSS AS NECESSARY.)

Are there any questions about the Visitation Record?

(ALLOW TIME)

ED map?

(ALLOW TIME)

The front cover?

(ALLOW TIME)

Everyone please return to your own seats.

(ALLOW TIME)

Refer to the ED map on page 26 of your workbook.

Let us say that you're back on Main Road, walking east and looking for any place people live or could live. You see no structures between the Mann house and the first intersection you come to. At the intersection, a road sign tells you the intersecting road is Road 1.

Q. What do you do now, Mr(s)._____?

A. Turn right onto Road 1

You walk down Road 1 until you see a white house on the right. This place has all the appearance of an occupied living quarter / dwelling unit, but no one answers your knocks on the front door. You walk behind the house, but see no one, and no one answers your knocks at the back door.

Q. What notation are you to make on the callback record the first time you find no one home at a place, Mr(s)_____?

A. A date and time for a callback.

Let us plan a callback at this unit for 6 p.m. today. Use today's date for the date, so print in "callback, 6 pm" in column (8) of the Callback Record.

Q. Is it possible to list an *address* for this living quarter / dwelling unit, without asking anyone, Mr(s)_____?

A. Yes. There could be a house number.

If there is no house number, write a description of the location of the living quarter(s) / dwelling unit(s). You can always list by observation, but you need to double-check and ask the question

again on your callback.

Our last address was a post office box and location description. If you are working in an area with house numbers and street names, and other living quarters / dwelling units get mail by house numbers and street name, you usually can use that information. If you know you are on a rural route, and the route number and box number are shown on a mailbox, then you can use that and a location description.

Do you have any questions about listing by observation?

(ANSWER QUESTIONS)

Let us say that the mailbox has 35 Road 1 on it. You should now make a partial listing and spot this living quarter / dwelling unit on your map.

Let us say you find no more living quarters on Road 1.

Q. What is the next intersection you come to, Mr(s)._____?

A. Road 1 and Road 2.

Here you turn right onto Road 2. Let us say you go to the end of Road 2 and find no structures on your right. There are no living quarters on this section of Road 2. Mark it "NO LQ."

(ALLOW TIME)

Let us continue. The first structure you see immediately after you make the sharp turn onto Road 4 is a one-family house on your right. The house has a mailbox and is identified as Road 2, Box 403, and that there is a "For Sale" sign on the front of the house.

Q. Is a "For Sale" or "For Rent" sign *proof* that a living quarter / dwelling unit is vacant, and why, Mr(s)_____?

A. No. People still could be living there waiting for the house to change hands, or they could have moved in and not taken down the sign yet.

This house looks vacant. You knock on the door and no one answers; however, you cannot just make an assumption. Ask the neighbors or people who work in the neighborhood. Ask delivery people, such as police (if you can find any) who regularly patrol the area, or neighborhood merchants. At apartments, you can ask the resident manager, superintendent, or maintenance people. In the case of living quarters / dwelling units for sale or rent, you can talk to the rental agent or to the real estate company.

Let us assume in this case that you have established that the house is vacant. We have instructions on handling vacant Living quarters / dwelling units.

Turn to page 51 in your Enumerator's Manual and read section 6.3 from the "Completing Questionnaires for Vacant Living quarters / dwelling units."

(ALLOW TIME)

6.3 Completing Questionnaire for Vacant Housing Units

- 1 Complete items A to H on the front cover. (See Section 6.1).
 - 2 Where necessary, seek the assistance of a neighbor, janitor, owner, etc. in obtaining answers to the housing questions.
 - 3 Note that this is a Vacant Unit in Box T on the front cover.
 - 4 Review the questionnaire to make sure all double-underlined housing questions are answered and answers are legible.
 - 5 Complete items H through N in the Geography box. (See section 6.6).
 - (a) In item O, Population, enter "0" for TOTAL box.
 - (b) In Item P, fill in the Visitation Record in the usual way.
 - (c) In Item Q, note that you have only one form, so "1 of 1".
 - (d) In item R, mark (X) the "LR" box if you were able to meet only LAST RESORT requirements for an acceptable questionnaire; otherwise, mark the box that would indicate number of visits. (See Section 7I for Last Resort requirements)
 - (e) In item S, Type of unit, mark (X) the "Regular: Vacant" box (number 2).
 - 6 Print VACANT in the space at the top of the questionnaire.
 - 7 Enter "0" (zero) in column 6 of the visitation record listing page.
 - 8 Print VACANT in column (8) of the visitation record listing page.
- NOTE: Fill all questionnaires according to the status of the housing unit as of Census Day, April 1, 2010.

The housing questions with the double underline, the items in the "For Enumerator Use" box on page 2 with the double underlining, and item E1 in the "GEOGRAPHY" section must be completed for vacant living quarters / dwelling units.

Also, print "Vacant" above the "GEOGRAPHY" section on the front cover.

Do you have any questions about completing a questionnaire for vacant units?

(ANSWER QUESTIONS)

Let us say you have contacted the appropriate government office and they give you the housing and address information for this vacant house. The address is, indeed, Road 2, Box 403, and is located on Road 4 2 miles east of "Flores Store." We have enough information to complete the address listing.

On the Visitation Record, print the address and location description in column (6). That is, Road 2, Box 403, on Road 4, 2 miles east of Flores Store. (PAUSE) You learned from the real estate agent that there is only one living quarter / dwelling unit on the property. Finally, print "Vacant" in column (5).

(PAUSE)

Q. What would you put in columns (7) and (8), Mr(s)._____?

A. 0 (zero).

Has everyone completed the address listing for this vacant living quarter / dwelling unit?

(ALLOW ANOTHER MINUTE OR TWO IF NEEDED)

Imagine yourself now walking northeast on Road 4. You round a couple of curves on Road 4. You don't see any structures until you pass Road 3.

(PAUSE)

Immediately past the intersection of Road 3 and Road 4 you see a house on your right.

(PAUSE)

Q. Will we need to list this living quarter / dwelling unit?

A. Yes.

(PAUSE)

You have reached the door of the house. You soon receive an answer to your knock. If you will play the part of the enumerator, Mr(s)....., I will assume the role of the respondent.

E: Hello, my name is (YOUR NAME) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification (PAUSE) and here's some information about the purpose of my visit (GIVE RESPONDENT COPY OF PRIVACY NOTICE).

What is the full name of the occupant who owns or rents this house?

R: Well, that is me; I am alone here, and I own the house, I am Sam H. Howdy.

E: How do you spell your last name?

R: H. O. W. D. Y.

E: What is the address or location of this house?

R: 1204 Road 4, Any town, (Your Area).

E: Are there any other living quarters, occupied or vacant, in this building or on this property?

R: No. There is only one house here.

(POINT OUT, IF NECESSARY)

E: Now I need to complete a census questionnaire for you.

R: Fine, I have the time now.

Before the interview, complete items A to H on the front cover. Then, obtain answers to all the population and housing questions. After the interview, complete items I to T on the front cover, including signing your name and dating. On the listing page, enter the date in column (12) and the number of persons enumerated in columns (7) to (10), and the forms in column (11).

Next, spot the address on the map. The location is just east of the intersection of Westoe and Road 3s.

Thank Mr. Howdy for his cooperation and continue on your canvass of the block.

This completes the canvassing and listing exercises. Of course, you would normally finish canvassing block 101 and then go to canvass the next block in our ED. This exercise shows you how the various parts of the job fit together.

Turn to page 27 of your Workbook. This is the way your ED map should look.

(ALLOW TIME FOR TRAINEES TO LOOK OVER MAPS)

You have to read and update the map, canvass, list, fill out the questionnaire, and map spot as you

travel through your ED.

(ALLOW TIME)

Any questions on canvassing or listing?

(ANSWER QUESTIONS)

This completes the second day of training. Please be here at (TIME DESIGNATED) tomorrow to finish the training.

THIRD DAY OF TRAINING

(TAKE ATTENDANCE AND REPORT ABSENTEES TO YOUR SUPERVISOR BY THE END OF THE SESSION TODAY.)

CHAPTER M. COVERAGE AND USE OF THE INDIVIDUAL CENSUS RECORD (ICR)

Welcome back to the final day of training. Are there any questions about what we covered in yesterday's training?

(ANSWER QUESTIONS)

Now, let's take a closer look at Questions H1a and H1b on page 2. Please locate a questionnaire.

(ALLOW TIME)

Every person and every living quarter / dwelling unit must be counted. These questions help to ensure that we have a complete count of people and living quarters / dwelling units.

(ALLOW TIME)

Read these questions to yourself.

(ALLOW TIME)

H1a When you told me the names of persons living here on April 15, did you leave anyone out because you were not sure if the person should be listed for example, someone temporarily away on a business trip or vacation, a newborn baby still in the hospital, or a person who stays here once in a while and has no other home?

1. Yes Determine if you should add the person(s) based on the instructions for Question 1a.

2. No

H1b When you told me the names of persons living here on April 15, did you include anyone even though you were not sure that the person should be listed for example, a visitor who is staying here temporarily or a person who usually lives somewhere else?

1. Yes Determine if you should delete the person(s) based on the instructions for Question 1a.

2. No

You will usually get a "No" response to Question H1a. Then you mark an "X" in the "No" box on the questionnaire and continue with Question H1b. If you get a "Yes" response to either of the two questions, determine if you should add or delete any person based on the instructions for question 1a on page 1.

Let me review this reading with you. Use Housing Questions H1a and H1b to remind the respondent of the other people in the household who should be listed on the questionnaire.

The purpose of H1a is to find the names of anyone the respondent did not give when asked question 1a. The same principles apply to Question H1b. It is designed to determine if the respondent has included someone who is only visiting temporarily and who usually lives somewhere else, and therefore should be deleted.

Q. What answer can you usually expect to get from Questions H1a and H1b,

Mr(s)._____?

A. No.

If the person is *not* a household member, AND has someone at the usual home to report him/her, do *not* enumerate him/her on this household questionnaire. If the person does not have someone home to report him/her, then you will need to complete a questionnaire for the usual household members and complete an Individual Census Record (ICR) for the visitor.

Are there any questions on completing question 1b?

(ANSWER QUESTIONS)

Are there any questions about how to handle Questions H1a and H1b?

(ALLOW 5 MINUTES FOR DISCUSSION)

Locate the 2010 Individual Census Report (ICR) and the Individual Census Report Envelope in your materials. They look like this.

(HOLD UP ICR AND ICR ENVELOPE)

Use the ICR to enumerate people with a usual home elsewhere and who have no one at home to report them, such as visitors, temporary residents, or lodgers. When we speak of "usual home," we mean the place that a person regards as his or her home, that is the place where he or she usually sleeps; that is, the home where the person spends the majority of the year – at least six months plus one day.

(PAUSE)

Any visitors or temporary residents with a usual home elsewhere in this territory and other territories, Islands, the United States, etc., have to be enumerated on the ICR – *if* there is no one at home to report them.

Take a few seconds to look over the ICR and Envelope.

(ALLOW TIME)

The Population Questions on the ICR are very similar to the population Questions on the questionnaire. The questions ask the same information.

Turn now to page 61 in your Enumerator's Manual. Read sections 8.6 and 8.7

8.6 Visitors Are Present in a Dwelling Unit/Housing Unit

Enumerate visitors who are staying at a dwelling unit/housing unit at the time of your visit, if and only if no one enumerated them elsewhere and they have no one at home to report on them.

- 1 Complete the questionnaire for the housing and the usual household members.
- 2 Complete a questionnaire for the visitors with housing information for the housing unit where they usually reside.
- 3 Do not make an entry for this household in your VR.
- 4 Bring this case to the attention of your Supervisor who is responsible for seeing that the questionnaire for the visiting household is assigned to the ED where it belongs.

8.7 Respondent Is Unable To Give Complete Information About A Household Member

If the respondent cannot give you at least LAST RESORT information (basic information) about a person who usually resides within the dwelling unit/housing unit:

- 1 Ask for the person's name, sex and relationship to the head of the household and enter it in a personal questionnaire.
- 2 Leave a call back card with the respondent to be given to the person involved.

(ALLOW TIME)

This gives the procedures for enumerating visitors and when a respondent is unable to give complete information about a household member. Read it now.

(ALLOW TIME)

If the visitor or temporary resident is at the household, you will interview him or her and record the information on the ICR, if he or she does not have someone at home to report him or her.

Complete the questions indicated in the instructions and give the ICR to me along with the questionnaire for the usual household members.

In addition, use the ICR for any household member for whom the respondent cannot give you at

least last resort information. For example, a household may have a lodger about whom the respondent cannot answer questions. In such situations, leave an ICR. You will follow the procedures that you have just read in section 8.7.

Q. Mr(s)._____, if you are interviewing at a household where there is a lodger for whom the respondent cannot give you at least last resort information, what steps must you take to get information on the lodger?

- A.
1. Leave an ICR for the person.
 2. Complete the front cover of the ICR.
 3. Prepare the ICR envelope.
 4. Place the ICR inside the envelope but do not seal it. Give it to the respondent.
 5. Make arrangements to pick up the ICR within 2 days. Enter the date and time in the Remarks column (8) of the Visitation Record.
 6. Keep the questionnaire for the household until you pick up the ICR.

Q. According to the instructions, what action do you take when you pick up the ICR, Mr(s)._____?

- A. Do not open the ICR until I get home. Then when I get home, copy the information from the ICR to the questionnaire for that household. Mark a large "X" across the front cover of the ICR and give it to the crew leader with the questionnaire for the household, Do not throw away the transcribed ICR. If I am unable to get last resort information or an ICR for a person, tell my crew leader.

Are there any questions about the use of the ICR?

(ANSWER QUESTIONS)

When you run across an ICR situation, you can refer to your Enumerator's Manual on page 61, sections 8.6 and 8.7, to remind you of the correct procedures. This concludes our discussion on coverage and using the ICR.

Are there any questions?

(ANSWER QUESTIONS)

CHAPTER N. USING THE ENUMERATOR'S MANUAL

We have read some passages in your Enumerator's Manual. It contains the procedures for everything you will do.

One of the most important tools you will use in your job will be this Enumerator's manual. Turn to the first page of this Enumerator's manual now.

(HOLD UP AN ENUMERATOR'S MANUAL)

Most of the unexpected problems enumerators face are "what if" questions. "What if the respondents speak a language I can't understand?," "What if no one is ever home to answer my knock on the door?," "What if this person has another home someplace else?" These are typical questions you may find yourself asking. Your Enumerator's Manual will have the answers.

When you are working on the job, there will be times when you are unsure of what step to take next. Use the Enumerator's Manual to look up answers as the questions occur. Your Enumerator's Manual have a Table of Contents to look up specific topics.

(PAUSE)

Each section has a title describing the topic discussed along with subtopics discussed. Each subtopic is identified by the section number followed by a capital letter.

Q. What topic is covered in section 5A, Mr(s)_____?

A. Completing Selected Items on the Front Cover Before the Interview.

Q. What topic is covered in section 6B. Mr(s)_____?

A. Completing Items 9 and 10 on the Visitation Record.

If you are unsure about the proper way to enter information on the questionnaire, you can scan the Table of Contents until you locate the topic. Then you turn to the page and read your Enumerator's Manual.

At this time, open your workbooks to page 28.

(ALLOW TIME)

There is a short exercise on using the Enumerator's Manual.

In this exercise, you have to locate the Enumerator's Manual reference and write out the procedure.

Read the directions to yourself now.

(ALLOW TIME)

Are there any questions?

(ANSWER QUESTIONS)

Now everyone begin the exercise.

(ALLOW 10 MINUTES)

Let us review the answers for this exercise.

(TRAINEES MAY HAVE MORE THAN ONE REFERENCE)

- Q. Would you read Problem 1 and give us your answer, Mr(s)._____?
- A. You are interviewing a household of 11 persons. You must use a continuation questionnaire. Whose name goes in person column 1 of the continuation questionnaire? This information is found in Section 6.6, page 53, in the Enumerator's Manual.

Does anyone have a question on problem 1?

(ANSWER QUESTIONS)

In problem 2, you are at a living quarter / dwelling unit when you discover the occupants are only vacationing there for one month. They have a usual home elsewhere. Should you enumerate this living quarter / dwelling unit? If so, what procedures should you use?

(PAUSE)

Finding the answer to problem 2 may have presented difficulty. "Usual home elsewhere" is abbreviated in the Enumerator's Manual table of contents as UHE. This information is found in section 6.4. Everyone turn to that section of your Enumerator's Manual, on page 51.

Take a minute to look over section 6.4. Do not try to memorize it. Just realize that the procedures are in your Enumerator's Manual if you run across a vacant or usual living quarter / dwelling unit elsewhere.

6.4 Completing Questionnaire for Persons Whose Usual Home is Elsewhere (UHE)

You may encounter a situation where only person(s) with a usual home elsewhere are temporarily occupying a living quarter / dwelling unit in your ED. For example, a family may be staying in a unit temporarily while visiting relatives in your ED. NOTE: This situation rarely occurs in the Caribbean, and so you should contact your supervisor in case you have any questions.

1 Complete items A through G in the GEOGRAPHIC CODE/COMPLETE BEFORE THE INTERVIEW section. (See Section 6.1).

2 The living quarter / dwelling unit is a VACANT if no one listed in the Household Listing considers where the interview took place to be their usual home.

a Print "2" in Box T, for Vacant (Illustration 6-3).

b Ask in whose name the place is being leased or rented. Enter that person's usual residence in question 1b. If no one person is renting or leasing the living quarter / dwelling unit, print the address of the first occupant listed in the Household Listing. For all other UHE addresses for the UHE household:

- Print the mailing address (or location description if no mailing address) in the margin of question 1b.
- Use the space provided for notes on the back cover to print more than one UHE address. Assign a number to each UHE address. Enter the number beside the address. Then circle the number.
- Enter the appropriate number to the right of the name of each person listed in the Household Listing. Then circle the number. (See illustration 5-3).

NOTE: If no one was staying in the living quarter / dwelling unit on Census Day, enumerate the living quarter / dwelling unit as a vacant-regular, not a vacant.

3 Complete population questions for each person listed in the Household Listing.

4 Housing questions must be completed.

5 Review the questionnaire to make sure all required questions are answered and are legible.

6 Complete items H through N in the Geography Box on the questionnaire cover. (See section 6.6).

(a) In item O, Population, enter "0" for TOTAL box.

(b) In Item P, fill in the Visitation Record in the usual way.

(c) In Item Q, note that you have only one form, so "1 of 1".

(d) In item R, mark (X) the "LR" box if you were able to meet only LAST RESORT requirements for an acceptable questionnaire; otherwise, mark the box that would indicate number of visits. (See Section 7I for Last Resort requirements)

(e) In item S, Type of unit, mark (X) or mark "2" for "Vacant".

7 Print VACANT in the space provided for "Notes" on the back cover of the questionnaire.

8 Enter "0 (zero)" in column 6 of the list of regular household page.

9 Print UHE in column (8) of the visitation record listing page.

NOTE: If someone listed in the Household Listing is a visitor, but others listed usually reside there, the living quarter / dwelling unit is occupied rather than vacant-UHE. Enumerate the visitor as instructed in Section 8.6, Visitors are Present in a Living Quarter / Dwelling Unit. Enumerate the persons who usually live there as instructed in Section 6.2.

(ALLOW TIME)

Are there any questions?

(ANSWER QUESTIONS)

The purpose of this exercise has been to acquaint you further with the use of the Enumerator's Manual. There are procedures and details we will not have time to cover in training.

The important thing to remember is that problems can usually be resolved with use of the Enumerator's Manual.

Does everyone understand how to use the Enumerator's Manual?

(ANSWER QUESTIONS)

Using the reference material is as much a part of your job as conducting an interview. If you cannot find the correct procedures for a situation – or a solution to a problem – in your Enumerator's Manual (or the part that is the Questionnaire Reference Book), then you can ask me about it. I am

here to help you. But I will expect you to look for your own answers before coming to me.

Are there any questions?

(ANSWER QUESTIONS)

CHAPTER O. WORK PROCEDURES FOR SPECIAL SITUATIONS

In the next part of our training, we are going to discuss more work procedures for special situations.

To begin, let's consider a question that you may have thought of already.....

What will I do if a respondent won't cooperate? You will find that most people do cooperate – some will even go out of their way to help you do your job.

(PAUSE)

But there is a small percentage of people who are reluctant to be interviewed. Most of these reluctant respondents can be convinced to cooperate if you adhere to some fundamental practices and attitudes.

(PAUSE)

Let's look at some basic tips that will help you convince these reluctant respondents to cooperate. In a sense, you need to use the technique of a salesman. You need to know your product – the Census – and be prepared to sell it. It starts with the introduction.

Memorize your introduction. Not only does this help avoid confusion with salespeople or door-to-door solicitors, but it helps to give *you* the edge on the respondent.

(PAUSE)

Above all else, maintain a positive *attitude*. You have a legal right to ask the questions and you should expect answers.

Let's see what the Enumerator Manual tells us about gaining cooperation. Turn to page 64 of your Enumerator's Manual now. I want you to read section 8.9-Person Refuses to be Interviewed.

(ALLOW TIME FOR TRAINEES TO READ THE SECTION)

8.9 Person Refuses to Be Interviewed

INSTRUCTIONS

If a person refuses to be interviewed and you are unable to get a complete address and questionnaire:

- 1 Give the person your Appointment Letter. Talk about the importance of the census to the respondent's community. Stress the confidentiality of census information. (See Sections 2.4 and 2.5).
- 2 If the person still does not cooperate:
 - a Try to get as many answers as possible about the unit and its occupants from neighbors, or a rental agent, building manager, etc. Show your Appointment Letter to each person who answers questions.
 - b The minimum requirements for a completed questionnaire are listed in Section 8.8. If you cannot get at least Last Resort information, print REFUSED in the space provided for the notes on the questionnaire cover.
- 3 Map spot the building involved on your census map.
- 4 Enter as much information as you can. Print "Refused" in the Remarks column on the white visitation record listing page.
- 5 Complete a Refusal Record, only if you have less than last resort information for the housing unit and its occupants. See Illustration 8.4.
- 6 Give the questionnaire and Refusal Record to your Supervisor.

- Q. What is the best way to *prepare yourself* to convince a reluctant respondent to cooperate, Mr(s)_____?
- A. Give the person a Privacy Notice. Know why the census is being taken, and why the census is important to the community.

We have talked about these matters throughout the training. This discussion, the Questionnaire Reference Book and your Enumerator's Manual, are all sources of information about the census.

Some people claim our questions are too personal when they have not even heard them. One way to deal with objections to the questionnaire is to persuade the respondent to let you start asking questions, with a promise to skip any he or she finds offensive. You can say "Well, just let me begin, and if there are particular questions you object to, tell me and we'll go on to the next one." Sometimes you can work your way completely through the questionnaire before the respondent protests. They may find nothing objectionable when they actually hear the question.

(PAUSE)

What if a person tells you that she or he is too *busy* or not feeling well enough to be interviewed? You can point out that completing the questionnaire takes less than an hour. Normally that won't disrupt a person's entire day. You can say that the questionnaire is important.....that it's your job to get it done.....and that it won't take very long.....that it costs money each time an enumerator has to make return visits. You can tell reluctant respondents that many programs are based – at least in part – on census population figures. A full and accurate count means improved planning and use of their tax dollars. People can be persuaded to cooperate when they see that the census is essential for

fair distribution of government funds and is helpful on the local level.

(PAUSE)

Q. Can anyone suggest tactics for getting inside apartment buildings where the entrance is locked?

(CALL ON VOLUNTEERS TO OFFER SUGGESTIONS. ACCEPT ANY OF THOSE LISTED BELOW.)

A. Wait until someone comes out or goes in and then follow that person through the door. Look for a rental office or resident agent who can let you in. Knock on the door until you attract the attention of someone inside, then persuade that person to let you in. Inquire at nearby apartment building if there is a resident agent or superintendent. Often, two or more small apartment buildings will have one superintendent.

Find out from storekeepers, delivery workers or other people familiar with the neighborhood when residents are most likely to be going in and out. Usually this is when people are going to and from work.

Of course, any time you knock on a door, you should stand where the person inside can see you before opening. You should stand so the person inside can see your identification badge.

There are other tactics to use when a respondent won't open the door. One technique is to ask a friendly neighbor to speak to the respondent. If the respondent hears a familiar voice – or can look out and see the neighbor – the respondent knows he or she will not be faced with dealing with a

stranger alone.

However, do not conduct the actual interview in the presence of the neighbor. This would infringe upon the respondents right of confidentiality. Also, the respondent may be reluctant to answer certain questions in front of another person.

Q. Can anyone think of other ways you could ask a cooperative neighbor to help with a reluctant respondent?

(CALL ON VOLUNTEER)

(THERE ARE NO "RIGHT" ANSWERS TO THE QUESTION. THREE ARE SUGGESTED BELOW. IF YOUR TRAINEES OFFER NO RESPONSES, SUGGEST ONE OF THE ANSWERS SHOWN AND TRY TO PROMPT THEIR THINKING.)

A. Ask the neighbor to knock on the door with you.

Ask the neighbor to supply the person's telephone number and let you use the telephone.

If such tactics fail, ask the neighbor to talk to the reluctant respondent when you leave and persuade the person to permit an interview later.

Are there any questions so far?

(ANSWER QUESTIONS)

Again most people will be cooperative, but what if you have difficulty finding people at home?

There are instructions for return visits. Turn to page 28 of the Enumerator's Manual. I want you to read all of Section 3.10-“No One is Home (Callback Procedure).” You may begin

3.10 No One is at Home (Call back Procedure)

If no one is home when you first visit a housing unit and you do not know if anyone lives there, refer to section 8.4.

If no one is home when you first visit the housing unit and you determine it is occupied:

- 1 Fill as much of the Visitation Record listing page line as you can.
- 2 Map spot the building.
- 3 Leave a completed Census Appointment Record (or Callback Card). (See illustration 3-10.)
- 4 Fill a Callback Record line in the Visitation Record.)
- 5 From a knowledgeable respondent, try to get an occupant's number and the best time to call. If you are unable to get a telephone number, look up the occupant's name in the telephone book when you get home. If telephone service is not available, skip to item 8 of this section.
- 6 Attempt to contact the household by telephone or any other means three times within a two-day period before visiting again. Record each attempt on the Callback Record. The best times to call are evenings until 9:00 p.m. and all day Saturday.
 - a Make an appointment for a personal interview.
 - b If the person refuses to be interviewed by personal visit, wait one day and revisit the housing unit. You must revisit all refusal cases. If the person still refuses to be interviewed, get at least Last Resort information. (See Section 8.8, Last Resort Information and Section 8.9, Person Refuses to Be Interviewed.)
- 7 You must visit an occupied housing unit/dwelling unit, if it is not a refusal, three times before getting Last Resort information.
- 8 If a respondent calls you about an answer to a Census Appointment Record, try to complete the interview over the telephone.
 - a Ask the respondent to read the geographical information. Usually this will be about the geographical information and map spot numbers from the appointment record. Use this information to determine the listing line for the household that is calling you. The geographical information should be ED Number, Building Number, Dwelling unit Number, and Household Number. These should come from the Visitation Record.
 - b If the respondent wants verification that you are a census enumerator, set up an appointment for a personal visit. Tell the respondent that you will show him/her your official census identification when you visit.

NOTE: Vacant living quarters need to have been vacant for six months plus one day.

(ALLOW TIME FOR THE TRAINEES TO COMPLETE THE READING)

Q. What should you try to get from a knowledgeable respondent? Mr(s)._____?

A. The occupant's name, telephone number, and the best time to call.

Q. How many times do you attempt to contact the household by telephone before visiting again, Mr(s)._____?

A. Three times within a two-day period.

Q. Where do you record each callback attempt?

A. On the Callback Record.

If you cannot contact an occupant over the telephone, make a second personal visit. You are required to visit occupied living quarter / dwelling unit, if it is not a "refusal", three times before getting last resort information – the initial visit and two callbacks. However, in inaccessible areas, you will not be required to make callbacks. I will tell you if you are not required to make callbacks in your area.

(WHEN HANDING OUT ASSIGNMENTS, TELL TRAINEES WHICH AREAS TO *NOT* MAKE CALLBACKS.)

(PAUSE)

Turn to page 62 of your Enumerator's manual.

(ALLOW TIME)

Read section 8.8, Last Resort Information.

(ALLOW TIME)

8.8 Last Resort (Basic) Information Instructions

Use one of the checklists below to get Last Resort information for an occupied or a vacant unit. Remember, Last Resort questions are questions that must be answered for the questionnaire to be acceptable. Always try to get more questions answered. If you cannot get all the Last Resort information, ask your Supervisor to help you.

1 Occupied Dwelling Unit/Housing Units

You must make 3 personal visits at different times of day, on different days, before getting Last Resort information for an occupied housing unit where no one is home. If a person refuses to be interviewed, get Last Resort information immediately.

- a Complete the visitation record listing page (see Section 4)
- b Get the name of each person plus at least three of the following four questions for each person: relationship, sex, age, and, marital status.
- c Complete housing questions: units in structure and tenure.
- d Complete items A through R on the front cover of the Questionnaire.
- e Print "LAST RESORT-OCCUPIED" at the top of the front page of the Questionnaire.
- f Item S for Last Resort, print "LR", Last Resort. Item T for "occupied" should be marked.

2 Vacant Dwelling Unit/Housing Units

- a Complete the visitation record listing page. (See section 3).
- b Complete housing question H1, units in structure.
- c Complete items A through R on the questionnaire cover.
- d Print "LAST RESORT-VACANT" at the top of the front cover of the Questionnaire.
- e If the questionnaire has a FOR VACANT UNITS box, respond to the items there; if the census questionnaire does not have a For Vacant Units box, skip this point.
- f In item S, Last Resort, print "LR" in the box. For Item T, indicate that the housing unit is vacant.

NOTE: If you are unable to get at least LAST RESORT information after 3 personal visits, you must complete a Refusal Record for that unit. See section 8.8.

This section lists the questions that must be answered at occupied or a vacant unit.

If a respondent refuses any information or a living quarter / dwelling unit is vacant, you must try to obtain at least the last resort information.

Are there any questions about last resort information?

(ANSWER QUESTIONS)

You may come across households that have more than ten persons. In this situation, you must use an additional questionnaire.

Turn to page 53 in your Enumerator's Manual. Read all of section 6.6, Completing Supplementary (Continuation) Forms.

(ALLOW TIME)

6.6 Completing Supplementary (Continuation) Questionnaires

- 1 Use a supplementary (continuation) questionnaire when there are more persons in a household than the number of person forms provided in the original questionnaire.
- 2 Copy information from items A through G in the GEOGRAPHIC CODE section of the first questionnaire to the supplementary questionnaire.
- 3 Start with the person questions.
- 4 Enter the person number from the Household Listing.
- 5 Complete the housing questions on the first form only. DO NOT complete housing questions on the supplementary questionnaire.
- 6 On the FIRST (or only) form, complete item P "Population" with the total number of persons on all forms. DO NOT fill in the Population box for Continuation forms.
- 7 Review the questionnaire to make sure all required population questions are answered and answers are legible.
- 8 Complete items I through O on the front cover. See section 6.6.
 - a In item P, Population, enter the total number of persons in the household on the first form only. Fill in item Q, only on the first form.
 - b Fill in item R, for supplementary forms, as noted earlier: "1 of 2" for the first form, and "2 of 2" for the second form.
 - b In item S, mark (X) the "LR" box if you were unable to get only LAST RESORT requirements for an acceptable questionnaire; otherwise, indicate number of visits made.
 - c In item T, Type of Unit, mark (X) the "Occupied-" box (number 1) on the first form.
- 9 Certify the questionnaire.
 - a Sign and date the questionnaire in the Geography box.
 - b Your supervisor will also sign and date in the Geography box.
- 10 As noted, you must use item R for the Supplementary Questionnaires. So, make sure you have indicated the Booklet Number by filling up the box provided immediately after the list of members in Q1a. For example: If two sets of questionnaire are used, enter Booklet "1" of "2" for the first booklet, and Booklet "2" of "2" for the second.
- 11 Fold the continuation questionnaire(s) inside the first questionnaire so that the information about the household is on the outside.

When you use an additional questionnaire, be sure to copy items A to H to the continuation form in the box in the upper right corner of the front cover of the questionnaire and follow these instructions.

Are there any questions on using a continuation questionnaire?

(ANSWER QUESTIONS)

Many respondents will want to know *why* we ask the questions we do.

Q. What is a good reference for you when respondents ask questions about the census questionnaire, Mr(s)._____?

A. The Questionnaire Reference Book.

Nobody expects you to memorize the QRB, but you should take it with you in your portfolio. If a respondent asks you why a certain question is on the questionnaire, you can refer to the QRB.

Let's get ready for a review exercise in which everyone will have an opportunity to practice dealing with a reluctant respondent. I will be the respondent. I will remain unconvinced as long as I can.

Everybody in the class must be the enumerator. I want you to volunteer arguments or statements or information that will help change my mind. Just speak up as a useful strategy occurs to you. If you don't volunteer, I'm going to call someone by name.

In this exercise, you may use any of the arguments we have heard earlier. You may refer to your QRB, or your Enumerator's Manual. If you like, read aloud to me out of these booklets.

Are there any questions about what I expect of you?

(ANSWER QUESTIONS)

I'll ask Mr(s). _____ to open the exercise with the introduction on the questionnaire cover. Then I want each of you to think of some way to persuade me to be interviewed. Remember, you may use your Enumerator's Manual, ideas from our discussion or the Questionnaire Reference Book.

You may begin, Mr(s). _____.

INTRODUCTION

E: Hello, my name is (Trainee's own name) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification (PAUSE) and here's some information about the purpose of my visit (Give respondent copy of Privacy Notice). For the average household, this interview should take less than one hour.

(INTERRUPT)

Remember to give each respondent a Privacy Notice and allow them time to read it.

Let's continue with the review, Mr(s) _____.

Remember, you must ask the questions on the Visitation Record first.

E: What is the full name...(INTERRUPT)

R: I'm busy. Now the government is following me home. I do not want to talk to you.

I'm tired of spending all my time dealing with government forms. The government doesn't help me run my business. Why should I help the Census?

(WAIT FOR RESPONSE)

I'm really not against you personally, but I don't want to deal with your questions now. I'll give you a call next month.

(FROM THIS POINT ON ALLOW DIFFERENT TRAINEES TO OFFER ATTEMPTS TO PERSUADE YOU TO COOPERATE. *IF NECESSARY, CALL ON SOMEONE TO SPEAK.* USE SOME OF THE REPLIES BELOW TO RESPOND. ALLOW THIS EXERCISE TO RUN TEN MINUTES MAXIMUM, OR UNTIL EVERYONE HAS HAD A CHANCE TO TAKE PART.)

R: The government has no business snooping into my personal life.

(WAIT FOR A TRAINEE TO RESPOND)

I'm not going to give you confidential information. I don't want people to know how much money I'm making.

(WAIT FOR A TRAINEE TO RESPOND)

I don't see why you need this information anyway. I never heard of anyone using census information around here.

(WAIT FOR A TRAINEE TO RESPOND)

Am I required by law to answer your questions?

(WAIT FOR A TRAINEE TO RESPOND)

Don't I have some right to privacy in this matter?

(WAIT FOR A TRAINEE TO RESPOND)

I'm sure that there are questions on that questionnaire that I would find personally objectionable.

(WAIT FOR A TRAINEE TO RESPOND)

I probably don't have the information you need here at home. Let me give you my lawyer's name.

My lawyer can handle the whole thing.

(THIS SHOULD PROMPT A TRAINEE TO POINT OUT THAT CENSUS
QUESTIONS ARE SIMPLE AND ROUTINE.)

R: I don't see why the government had to start a census anyway. This area has been getting along fine up to now without a census. Leave the questionnaire. If you'll go away, I promise I'll fill it out and return it to you next week.

It seems that this respondent wants nothing to do with the census. You may never run into a person who cannot be convinced. In case you do, however, contact me.

(PAUSE)

At this time, does anyone have a question about dealing with reluctant respondents, last resort information, or continuation questionnaires?

(ANSWER QUESTIONS)

Turn now to page 29 in the Workbook.

(ALLOW TIME)

This is the final exercise for today....."What Will I Do If...." Read the directions and sample problem now.

(ALLOW TIME)

Are there any questions?

(ANSWER QUESTIONS)

Do not spend too much time on any one question. You will have fifteen minutes for this exercise, please begin.

(ALLOW FIFTEEN MINUTES)

We are now going to review the answers.

(FOR EACH PROBLEM, HAVE A TRAINEE READ THE PROBLEM THEN THE ANSWER. USE THE ANSWER KEY WHICH FOLLOWS.

DIRECTIONS: Read the problem, then use your Enumerator's Manual to find the correct procedure. Write the Enumerator's Manual reference and procedure in the space provided.

SAMPLE PROBLEM:

You discover that a living quarter / dwelling unit you have listed is not in your ED. How will you cancel this listing?

Enumerator Manual: Section 5.1, page 44.

Procedure: (briefly, in your own word):

Cancel by drawing a wavy line through columns (1)
to (4), enter a "C" for canceled in column (6),
and enter the reason for canceling in column (8).

Turn to page 29, of your workbook.

Problem One

You encounter a household where no one speaks English. You recognize the language as Korean, but you do not speak it. What procedures will you follow?

Enumerator's manual: Section 8.2, page 59.

Procedure: (briefly, in your own words):

Try to find someone else in the household who speaks English or a language you understand to answer or interpret. If I cannot find an interpreter, try to determine what language the person speaks, using the Language Assistance Card and enter that information in the remarks column of the Visitation Record, and notify me.

Problem Two

You are an enumerator working in your assigned ED. Your visit finds no one at home. Neighbors tell you that the young couple occupying the house both work. You return the next day. Still no one is home. The following evening you return again, with no results. You have made three visits to the address and no one is ever home. The Enumerator's Manual tell you to obtain "last resort" information for that household. What is last resort information?

Enumerator's manual: Section 8.8, page 62.

Procedure: (briefly, in your own words):

Last Resort information are questions that must be answered for the questionnaire to be acceptable. Complete the Visitation Record, get the name of each person plus at least three of the four Last Resort questions.

Problem Three

Marvin and Edna Louis supplement their retirement income by renting a furnished room to a college student. Since the student does not have direct access to the room, he does not occupy a separate living quarter / dwelling unit. He is a member of the Louis household and his population information belongs on the Louis questionnaire. However, all that the Louises can tell you about him is his name and the fact that he sometimes pays his rent late.

Should you wait several hours until the student returns, or is there a procedure for getting his information?

Enumerator Manual: 8.7, page 61.

Procedure: (briefly, in your own words):

If the respondent cannot give you at least LAST RESORT information (basic information) about a person who usually resides within the dwelling unit/housing unit:

- 1 Ask for the person's name, sex and relationship to the head of the household and enter it in a personal questionnaire.
- 2 Leave a call back card with the respondent to be given to the person involved.

Problem Four

Let's say you are at a household that has eleven family members. What are the instructions for completing a continuation form.

Enumerator manual: 6.6, page 53.

Procedure: (briefly, in your own words).

Copy the information from items A to H of the first questionnaire to the continuation

questionnaire. Complete the Housing questions on the first questionnaire, but not on the continuation questionnaire. Start with person 11 on the first person pages of the second form, and person 12 on the second set of pages. Finally, complete items I to L on the continuation questionnaire, and sign and date the back cover.

CHAPTER P. PAY AND SAFETY

At this time we're going to talk about how you will get paid for the work you do.

You will be paid [_____] for every COMPLETED form you turn in. If the form is not complete when you turn it in, it will be returned to you so that you can complete it, and then you will be credited for it, and paid. You are entitled to be paid for each form you complete, so make sure you turn them in as you complete them, so you will be credited and paid for them.

Do not hold the forms back because they may get soiled or lost. As you complete the forms, turn them in, so you will get credited and paid.

Remember to record the number of completed forms on your Visitation Record Cover. I will be checking your work as you go along. You need to work every day or almost every day so that you will complete your assignment in a timely manner, and you won't forget some parts of the assignment that you learned in this training.

If it turns out that your production is too low and your assignments are seldom completed on time, you may need to be retrained. As a last resort, you may be dismissed. So if you feel you're having problems keeping up, don't hesitate to tell me about them. Don't wait until it's too late to try to resolve problems.

(PAUSE)

The hours you work each day do not have to be consecutive. You might decide to work for a few hours in the morning, return to your home for a while, and then work again either in the afternoon or evening. This is acceptable. You need to determine the most productive hours in the day to work and then work those hours. Your most productive hours are when people are home and are able to answer your questions.

So, you will be paid for every COMPLETED form you turn in. So method of payment is very easy, both for you and for us. Since the average questionnaire should take less than an hour, you are being paid very well, but your job is the most important one in the whole census. If you don't provide us with good data, there is no way we in the office, or the computer can make it better.

(PAUSE)

Does anyone have any questions concerning any payroll matters? Any comments?

(ANSWER QUESTIONS)

Remember to record your completed forms each day on your Visitation Record.

Now, I want to say something about safety. Enumeration is not hazardous work, but there are common sense precautions you take in any job.

When driving, always obey speed limits and traffic signals. If you have to consult a map or look for an address in your register, don't try while driving. DO not text while driving. Stop and pull off the road, out of traffic.

When approaching houses, be alert for dogs or "Beware of the Dog" signs. If there's a dog in the yard, try calling to someone or blowing your car horn to attract attention. Don't take chances with animals you don't know, even if the dog appears peaceful.

When walking, watch for moving vehicles, watch for broken places in sidewalks and for broken or rickety stairs. If there is a handrail on stairs, use it. Watch for loose objects on sidewalks, stairs, or steps to houses, such as children's toys that can trip you.

If you do have an accident, get first aid or medical attention right away, then report the matter to me.

(PAUSE)

Of course, no one wants to get hurt. It's never pleasant to suffer an injury on the job.

CHAPTER Q. PROGRESS AND COST REPORTING

We are ready to learn the Progress and Cost Reporting procedures.

(PAUSE)

Locate your Enumerator Manual in your Visitation Record. I want you to turn to section 7, Reporting Progress. This is on Page 57.

(ALLOW TIME)

I want you to read all of section 7.1, Recording Daily Progress on the Visitation Record Cover, and Section 7.2 – Supervisor reviews of your work
That's the entire Section 7 -- Reporting Progress.

(ALLOW TIME)

SECTION 7. REPORTING PROGRESS

7.1 Recording Daily Progress on the Visitation Record Cover – The Visitation Record

On the listing form cover, make entries in section 3, Regular Enumerator Daily Progress Record, for each day you work.

Illustration 7-1
Recording Daily Progress on the
Visitation Record Cover

3. REGULAR ENUMERATION ...						
a. Date	4/1	4/2	4/3			
b. Households enumerated today	5	8	7			
c. Households enumerated to date	5	13	20			
d. Callbacks outstanding	2	4	2			

1. At the end of each workday, enter the month and day in each column of item 3a.
2. Count the household enumerated since the previous workday. [(Count the lines in which column (4) of the visitation record listing page is filled with today's date to arrive at the number of households enumerated today (item 3b)]. (Do not include special places that you listed.)
3. Add the households enumerated to date (item 3c) from the previous workday, to the living quarter / dwelling unit enumerated today (item b) to arrive at the number of living quarter / dwelling unit enumerated to date (see illustration 6-1)
4. If you use more than one Visitation Record for an ED, carry the last entry in item 3c to the first column of item 3c of the new listing form.
5. Enter the number of households you have listed but for which you have not obtained a completed questionnaire (that require callbacks) to arrive at the number of callbacks outstanding in item 3d.
6. Enter total number of hours worked in Item 3e.

7.2 Supervisor Reviews of Your Work

Your Supervisor continually reviews your work. In addition, there are two major reviews called first review and final review. Forms used for these reviews are located on the front cover of the Visitation Record. The supervisor conducts these reviews to measure the quality of your work.

1. First Review
The supervisor conducts this review within 2 or 3 days after you begin work.
2. Final Review

The supervisor conducts this review when you complete an entire ED. Your Supervisor reviews the Listing Forms, the questionnaire, and map with a more detailed checklist than the one used for the first review. Some of the addresses in each ED were listed on a separate form in advance. Your Supervisor matches these advance listings for your EDs to your listings using a checklist. The results are used to determine the completeness and quality of your work.

When we talk about progress and cost, progress means the number of questionnaires you complete each day. This information goes to the Census Office so that they can judge how long enumeration is taking and if the program is staying within the budget. Cost means the miles you drive and the hours you work. We're not talking about payroll at this time.

(PAUSE)

Q. How often are you to report your progress to me (the crew leader), Mr(s)._____?

A. Every day or when you schedule a time to meet with me (the crew leader).

Q. When are you to report the total number of questionnaires completed to date, Mr(s)._____?

A. Every day or when you schedule a time to meet with me (the crew leader).

Q. When are you to report hours worked and miles driven, Mr(s)._____?

A. Every day or when you schedule a time to meet with me (the crew leader).

(ALLOW TIME)

Look at illustration 7-1 on page 57 of the Enumerator's Manual.

(PAUSE)

Illustration 7-1 Recording Daily Progress on the Visitation Record Cover						
3. REGULAR ENUMER...						
a. Date	4/1	4/2	4/3			
b. Living quarters enumerated today	5	8	7			
c. Living quarters enumerated to date	5	13	20			
d. Callbacks outstanding	2	4	2			

As you can see, this illustration represents an enumerator who started to work on April 1. On that day, the enumerator completed 5 questionnaires that is the total of living quarters enumerated on that date.

You have the date on line a, 5 living quarters enumerated today on line b, living quarters enumerated to date on line c, 2 callbacks outstanding on line d.

Q. On April 2, how many living quarters did this enumerator complete, Mr(s)._____?

A. 8

As you can see this number, 8, is added to the previous days total to determine your entry for line c, "Living quarters enumerated to date."

The total to date on April 2 is 13. Does everyone understand this procedure? Notice that callbacks are the only entry not "to date." All other lines are cumulative to date.

(ANSWER QUESTIONS)

Finally, I will review your work as much as I can. I will look to see that all entries in the Visitation Record and on the questionnaire are legible and correct. I will make sure that the Visitation Record entries are consistent with those on the questionnaires and that you have map spotted correctly. If your work doesn't pass these reviews, you will have to redo the work. Therefore, work as efficiently as you can in order to avoid these problems.

Continuing on, look at section 6C., Page 65.

(ALLOW TIME)

This is Section 6C, Crew Leader Reviews of Your Work.

This section tells you of the type of reviews I will be doing to review your work. Do not take time to read it now. Follow these instructions when you are preparing your completed work. If you have any questions contact me.

Are there any questions?

(ANSWER QUESTIONS. LIMIT DISCUSSION ON TURNING IN COMPLETED WORK.
HANDLE THESE SITUATIONS AS THEY COME UP).

CHAPTER R. SUMMARY AND TEST

We're now going to have a brief review of your job as an enumerator. If you have any questions during the review, please ask them.

Q. What are the four major parts of the enumerator's job, Mr(s)_____?

A. Canvassing, listing, interviewing, and map spotting.

Q. What is the best time of the day to do the job, Mr(s)_____?

A. Late afternoon, early evening.

Q. What is your basic reference for information about the questionnaire, Mr(s)_____?

A. Questionnaire Reference Book.

Q. What is your basic reference for job procedures and problems, Mr(s)_____?

A. The Enumerator's Manual.

Q. Would you please give the standard introduction you will use, Mr(s)_____?

A. Hello. My name is (YOUR NAME) and I'm an official census taker for the 2010 census of [Country Name]. This is my identification (PAUSE) and here's some information about the purpose of my visit (GIVE RESPONDENT COPY OF PRIVACY NOTICE).
For the average household, this interview should take less than one hour.

Q. What questions must be asked after you have made the introduction Mr(s)_____?

A. The questions in BOLD print on the Visitation Record.

Enter the block number in column (1) and the map spot number in column (2) of the Visitation Record. Then you will complete a census questionnaire.

Q. What items in the "GEOGRAPHY" section of the questionnaire on the front cover are to be completed before the interview, Mr(s)._____?

A. Items A to H.

Q. After a questionnaire is filled out, what do you need to do before leaving the household?

(ANYONE)

- A.
1. Check the questionnaire for completeness.
 2. Complete items I to T on the front cover of the questionnaire, and sign and date on the back cover.
 3. Complete the "For Enumerator Use" box on page 2 of the questionnaire if the unit is vacant.

After leaving the household, you must complete columns (5) and (6) on the Visitation Record.

Then map spot your ED map.

Does anyone have any questions about the job?

(ANSWER QUESTIONS)

Turn to page 31 in your workbooks to the Final Review exercise.

(ALLOW TIME)

You may use the workbook and the green pages of your training Visitation Record (Enumerators Instructions).

(PAUSE)

You will have 45 minutes to complete this exercise. Does anyone have any questions before we begin?

(ANSWER QUESTIONS)

FINAL REVIEW EXERCISE

Instructions:

Pick the best answer to each of the following questions. Circle your answers.

You will have 45 minutes to complete this exercise.

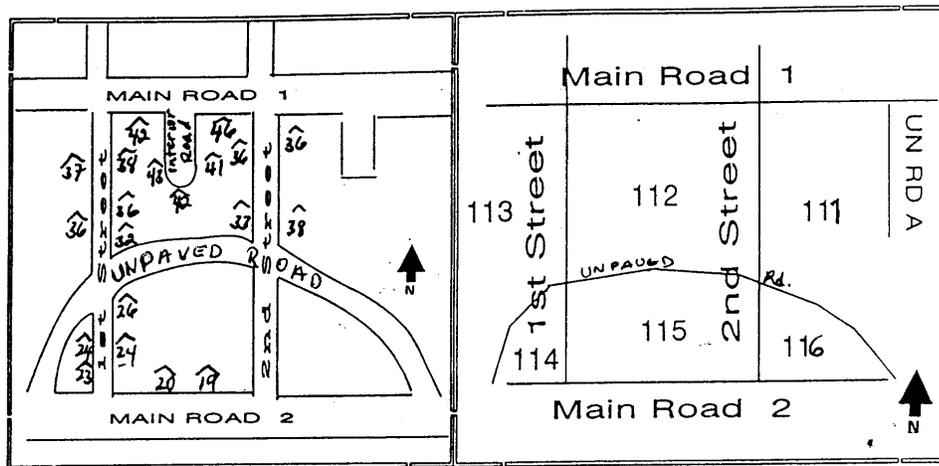
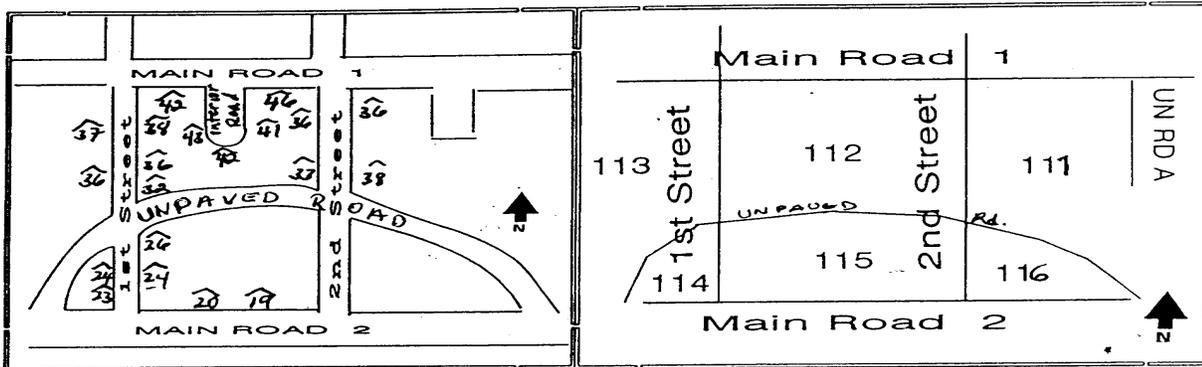
You may use your Enumerator's Manual.

1. How does the [Country] Housing and Population Census define a living quarter / dwelling unit?
 - a. It must be occupied or intended to be occupied as a separate living quarter.
 - b. People living there must live and eat separately from others.
 - c. The place must be occupied-people must live there.
 - d. a & b
 - e. a, b, & c

2. Indicate by circling "yes" or "no" which of the following types of places you would list in your Visitation Record (include both living quarters / dwelling units and special places):

a. An occupied living quarter / dwelling unit	yes	no	
b. A vacant living quarter / dwelling unit	yes	no	
c. An occupied houseboat		yes	no
d. A vacant house		yes	no
e. A building used to store tools and equipment		yes	no
f. A church with no living quarters		yes	no
g. A public elementary school with no living quarters	yes	no	
h. A business like a hardware store or dress shop with no living quarters		yes	no
i. A motel		yes	no
j. A hospital		yes	no
k. A prison		yes	no
l. A campground		yes	no
m. A day school for children whose parents work	yes	no	
n. A house under construction with final doors and windows in place		yes	no
o. A vacant house with a condemned sign		yes	no

ILLUSTRATION A



Questions 3 to 9 refer to Illustration A above. This illustration shows part of your assignment area and the corresponding census map.

3. If you were traveling south from 2nd. Street and Unpaved Road, which block would be on your right?
 - a. 111
 - b. 112
 - c. 115
 - d. 116

4. If you started canvassing block 115 at the corner of Main Road 2 and 1st. Street, which addresses would you list in block 115?
 - a. 24 & 26 1st. Street
 - b. 34, 36 & 38 1st. Street
 - c. 23, 24, 25 & 26 1st. Street

- d. 24 and 26 1st. Street, and 19 and 20 Main Road 2
5. After you finish canvassing block 115, which block would you canvass next?
- a. 111
 - b. 112
 - c. 114
 - d. 116

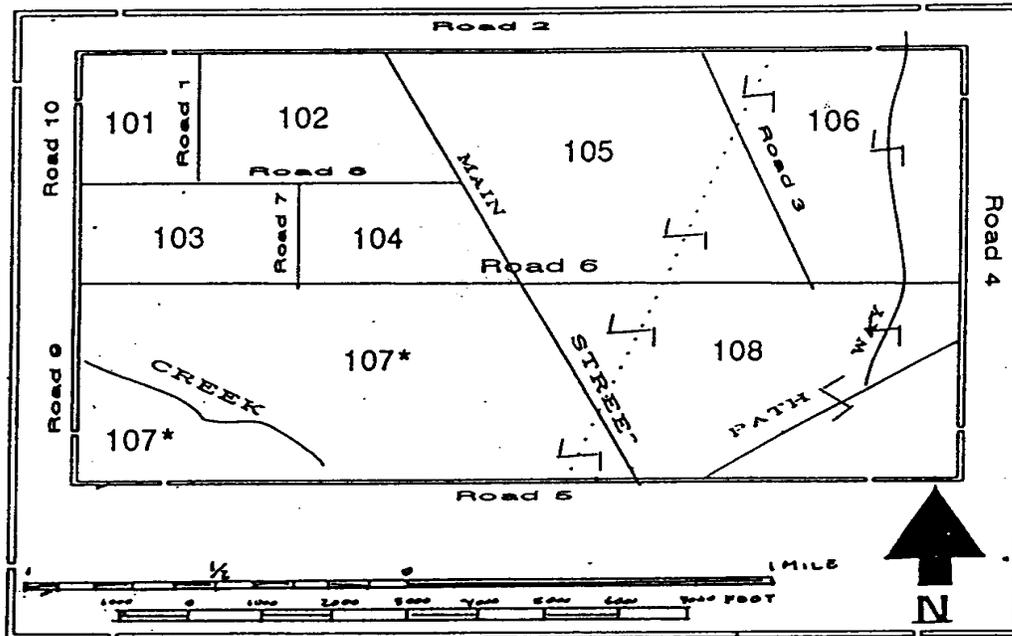
-
6. The interior road shown in block 111 does not have a name, if it's the first unnamed road in this ED; what would you do on your census map?
 - a. Cross it out
 - b. Give it a name
 - c. Label it "UN RD A" (for unnamed Road A)
 - d. Leave it as it is

 7. If you canvass block 112 correctly, you will travel_____on 1st Street and_____on Main Road 1.
 - a. North, East
 - b. South, East
 - c. North, West
 - d. South, West

 8. If the portion of 2nd. Street in block 115 between Unpaved Road and Main Road 2 did not have any living quarters on it, what entry would you make on your census map?
 - a. Nothing, leave it blank
 - b. Print "NO LQ" for No Living Quarters inside block 115 along the segment of 2nd Street.
 - c. Put a box around the block number
 - d. Enter a map spot with a zero

 9. Notice that the Interior Road attached to Main Road 1 in the assignment area is not shown on your census map. What would you do?
 - a. Add the road to the map
 - b. Map spot the living quarters on Interior Road
 - c. Both a & b.

 10. If there were no living quarters in an entire block, what would you do?
 - a. Cross out the block on the census map
 - b. Draw a circle around the block number on the census map and the block listing, and enter "NO LQ" along all street and other features
 - c. Enter the block number on a line of the listing page with the entry "NO LQ" in column 11
 - d. None of the above



Questions 11 through 15 refer to the illustration of a portion of an ED map above.

11. The distance along Road 5, from Road 9 to Main St. is about:
 - a. $\frac{1}{2}$ mile
 - b. $\frac{3}{4}$ mile
 - c. 1 mile
 - d. 1 and $\frac{1}{2}$ miles

12. An asterisk (*) is used in block 107 because:
 - a. The block has special places within it.
 - b. The block is an unusual block with many problems that you need to be aware of.
 - c. The block number is printed more than once.
 - d. The block is big.

13. The block boundaries of block 104 are:
 - a. Main St., an unnamed road, Road 7, Road 8
 - b. Road 6, Road 5, Road 7, Main St.
 - c. Road 10, Road 5, Road 4, Road 9
 - d. Road 8, Main St., Road 6, Road 7

14. If while canvassing block 103 you discover that Road 7 does not exist, what would you do?
 - a. Correct the map by X'ing out Road 7
 - b. Do nothing-leave the map as it is
 - c. Tell my crew leader
 - d. None of the above

15. The fishhook across some features indicate:

- a. Block 108 has special places within it.
 - b. The block number is printed more than once.
 - c. The areas on both sides of the railroad tracks belong to the same block.
 - d. The block is an unusual shape.
16. When you finish canvassing a block, what do you do?
- a. Circle the ED number
 - b. Circle the block number on the block listing page
 - c. Circle the block number on the block listing page, the ED map and D-114 behind the Special Notice Page in the Visitation Record.
 - d. None of the above
17. What are some ways to determine the location of an invisible boundary on your census map?
- a. Use your car odometer to estimate the distance from a visible feature on the map; for example, an intersection or a river
 - b. Look for signs on the road
 - c. Ask residents where the boundary is on the ground
 - d. All of the above
18. Where do you keep track of the hours you spend working?
- a. On the Visitation Record cover
 - b. On scrap piece of paper
 - c. On the questionnaire cover
19. What should you do if a person refuses to be interviewed and you can't get Last Resort information elsewhere?
- a. Complete a Refusal Record
 - b. Print above the address label a brief description of the person and a brief explanation of why he/she would not cooperate
 - c. Enter as much information as you can, and Print "Refused" in column (9) on the List of Regular Household pages
 - d. a and c
 - e. a, b, and c
20. Which questions on the questionnaire must be filled for a vacant living quarter / dwelling unit?
- a. All the population questions
 - b. Only the housing questions
 - c. Only the double-underlined housing questions
 - d. Both the population and housing questions

AFTER 45 MINUTES (OR WHEN ALL TRAINEES ARE FINISHED, WHICH EVER COMES

FIRST), COLLECT THE FINAL REVIEW EXERCISES.

I'm going to score your final review exercises now. Turn to page 6 of your Enumerator's Manual and check to see if you have the supplies you will need until I finish.

WALLY: NEED ANSWER GUIDE

(SCORE THE FINAL REVIEW EXERCISES. AFTER YOU'VE FINISHED CORRECTING THE EXERCISE, ENTER THE SCORES ON FORM [____], RECORD OF TRAINING. RETURN THE EXERCISES TO TRAINEES, AND GO OVER THEM IF TIME PERMITS.)

We are ready to hand out assignments now. When you receive your assignment, you should examine your materials to make sure you know the area, or areas, where you will be working. Look at the ED map, which you will find in the map pouch. If you are unsure of the location or the general area in which you will be working, discuss the assignment with me.

This concludes the training for enumerators. From this point on, it is up to you to get the job done, to get it done according to procedures, and to get it done on time. You will run into some problems. But if you were not capable of handling the problems, you would not be here. If you are unsure how to proceed, think about what was done and said in training. Look for the answer in your Enumerator's Manual. If you don't know how to deal with the situation, contact me. If I don't know the answer, I'll get you the answer.

I need everyone to complete a [____] Daily Pay and Work Record for the three days of training.

If you missed a day of training, do not complete a form for that day. Are there any questions?

(ANSWER QUESTIONS AND PASS OUT ASSIGNMENTS. ARRANGE MEETING PLACES WITH ALL ENUMERATORS TO TURN IN PAYROLL FORMS AND COMPLETED WORK.)