



THE UNITED REPUBLIC OF TANZANIA

POPULATION CENSUS 1988

**TRAINING MANUAL**

BUREAU OF STATISTICS

MINISTRY OF FINANCE,  
ECONOMIC AFFAIRS AND PLANNING

Dar es Salaam

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# 1 INTRODUCTION

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It is an old well-known fact, that an efficient and proper training and education is the base for development and progress in any context. This goes also for 1988 Population Census of Tanzania.

The special character of the Census - training about 50,000 people to carry out the actual enumeration in the same standardized way - calls for a particular proper planned and implemented training programme.

The vast amount of Census workers required, necessitates a structure of the training scheme which is both horizontally and vertically sub-divided. The risk therefore is obvious, that the content of the training changes shape from one level to another, which should not be allowed to happen.

The purpose of the Census training is to teach all Census workers to carry out the field work and to use various instructions in the same way. In order to standardize the training and reduce the risk of every trainer having his own interpretation as how to carry out the training, this training manual has been worked out. It instructs every trainer how to teach the trainees to use their own instructions, different material etc.

## 2 TRAINING

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### 2.1 ORIENTATION COURSE

An orientation course will be conducted from 27th June to 2nd July. The prime purpose will be to orient newly recruited staff and other officers borrowed from various institutions and Ministries to Census activities, before they move to the main training at Level I (see below). This orientation will be supervised by the senior staff of the Central Census Office.

**2.1.1 Orientation Course - Programme**

Date: 27th June - 2nd July 1988  
 Participants: The 53 officers identified in Appendix B, that will be trained at Level I from 4th to 16th July  
 Opening: The Government Statistician  
 Discussants: Messrs. Ngallaba, Mbaruku, Komba, Msaki, Altvall, Olsson and Wessberg

Day and Hours		Activity	Place
Monday 27/6	8.00 - 9.00	• Registration	Conference Hall
	9.00 - 9.30	• Opening session (Government Statistician)	
	9.30 - 10.00	• Introduction to the Census (Ngallaba)	
	10.15 - 10.45	• Training organization (Mbaruku)	
	10.45 - 11.45	• Handing out of reading material 1 and 2 under <i>Study material</i> (Discussants)	
Afternoon	• Individual studies of the handed-out reading material		
Tuesday 28/6		• Individual studies (cont'd)	
Wednesday 29/6	8.30 - 9.30	• Censuses in other countries (Olsson)	Conference Hall Devplan
	9.45 - 10.45	• Co-operation Takwimu & Statistics Sweden (Olsson)	
	11.00-11.30	• Discussions on problems that have cropped up during the studies	
	11.30-12.30	• Handing out of reading material 3-5 under <i>Study material</i>	
	Afternoon	• Touring the Central Census Office (Ngallaba)	
Thursday 30/6		• Individual studies	CCO-building
Friday 1/7		• Summing-up (Discussants)	Conference Hall Devplan
		• Individual studies	
Saturday 2/7		• Individual studies	

**Study material**

1. Document from the first Dodoma Seminar for Regional Planners (1986)
2. Publicity Pamphlet (March 1988)
3. Instructions to Enumerators
4. General Questionnaire
5. Detailed Questionnaire

## 2.2 TRAINING ORGANIZATION

There will be 4 different levels of training and as indicated below, there is complimentary material to be used by trainers

Level	Place	Trainers	Trainees	Date
I	1 Class in DSM Msimbazi Centre	Senior CCO-staff	53 officers identified in Appendix C	4/7-16/7
II	1-3 classes in every regional headquarter, 1 on Unguja, 1 on Pemba	Trainees at level I	2 from RCO, 2 from every DCO all District Education Officers, District Supply and Logistics Officers, District Adult Education Officers, Education Coordinators, plus teachers from Secondary schools, in all about 1370	27/7-8/8
III	1-10 classes in every District headquarter	Trainees at level II	Education Coordinators, Headteachers & Grade A Primary School teachers, in all about 20.000 to work as Supervisors and Senior Enumerators	12/8-20/8
IV	1-12 classes in every district	About half of the trainers at level III	Primary School teachers, in all about 30.000 to work as Junior Enumerators	17/8-20/8

### Complimentary documents

- Instructions to Enumerators (2)
- Handbook for Supervisors
- Handbook for RCOs/DCOs
- General questionnaire
- Detailed questionnaire
- Geographical material (EA-maps, SA-maps etc)

- Note:**
- a) Members of the Regional and District Census Committees should be invited to level II and III
  - b) Some of the trainees at level II will also work as Supervisors during enumeration
  - c) To level II and III the RCO will be accompanied by the Geographical Supervisor
  - e) Also for level II and III, the DCO will be accompanied by a Field Reviewer
  - d) Sundays and Public holiday are included for levels II, III and IV

## 2.2.1 Training Level I

Date: 4/7 - 16/7 1988  
 Time: 8.00 - 12.30 and 14.00 - 17.00  
 Place: Dar es Salaam  
 Venue: Msimbazi Centre  
 Trainer: Senior CCO staff, e.g. Messrs. Ngallaba, Mbaruku, Msaki, Komba, Mikunde, Mkai together with Messrs. H E Altvall and O Wessberg from Statistics Sweden  
 Trainees: 53 identified in Appendix C

Day	Subject	Material	Trainer
Monday 4/7	<ul style="list-style-type: none"> <li>• Background</li> <li>• Use of Census Data &amp; Publicity</li> </ul>	Chapter 3, Training manual	S A M Ngallaba & Msaki
	<ul style="list-style-type: none"> <li>• Census Procedure Activities before enumeration</li> <li>- Training organisation</li> <li>- Equipment for enumerators &amp; pre-enumeration work in EA</li> </ul>	Chapter 4, Training manual	H Mbaruku/O Wessberg  H E Altvall
Tuesday 5/7	<ul style="list-style-type: none"> <li>• Census procedure Duties during enumeration</li> <li>- Enumeration coverage and approach</li> </ul>	Chapter 5 Training manual	O Wessberg
	<ul style="list-style-type: none"> <li>• Geographical material</li> </ul>	Chapter 6 Training manual	L Komba/Mikunde
Wednesday 6/7	<ul style="list-style-type: none"> <li>• General Questionnaire</li> </ul>	Chapter 7 Training manual	H Mbaruku
Thursday 7/7	SABA-SABA-holiday		
Friday 8/7 - Saturday 9/7	<ul style="list-style-type: none"> <li>• Detailed Questionnaire</li> </ul>	Chapter 8 Training manual	S A M Ngallaba
Sunday 10/7	B R E A K		
Monday 11/7 - Tuesday 12/7	<ul style="list-style-type: none"> <li>• Detailed Questionnaire (cont'd)</li> </ul>	Chapter 8 Training manual	S A M Ngallaba
Wednesday 13/7	<ul style="list-style-type: none"> <li>• Supervisors obligations</li> <li>• RCO:s and DCO:s obligations</li> </ul>	Chapter 9 Chapter 10 Training manual	H E Altvall H E Altvall
Thursday 14/7	<ul style="list-style-type: none"> <li>• Finance and Administration CCOs obligations</li> </ul>	Special paper	S A M Ngallaba
	<ul style="list-style-type: none"> <li>• Multiple Choice test</li> </ul>	Chapter 11 Training manual	H Mbaruku/O Wessberg
Friday 15/7	<ul style="list-style-type: none"> <li>• Results of Multiple Choice test</li> <li>• Review</li> </ul>		H Mbaruku/O Wessberg  All trainers
Saturday 16/7	<ul style="list-style-type: none"> <li>• Procedures for the final preparations before departure to the regions</li> </ul>	Chapter 12 Training manual	H Mbaruku/O Wessberg

## 2.2.2 Training Level II

Date: 27/7 - 8/8 1988  
 Time: 8.00 - 12.30 and 14.00 - 17.00 (Day's work must be completed even if it means working after 17.00 hrs)  
 Place: Every Regional Headquarter on the Mainland, one class on Unguja and one on Pemba  
 Trainers: Officers from the CCO-DSM (see appendix C)  
 Trainees: 2 from RCO, 2 from every DCO, all District Education Officers, District Supply and Logistics Officers, District Adult Education Officers, Education Inspectors, Education Co-ordinators, plus teachers from secondary schools

Wednesday 27/7	Registration <sup>1)</sup>	RCO
Thursday 28/7	<ul style="list-style-type: none"> <li>• Background</li> <li>• Use of Census Data &amp; Publicity</li> <li>• Census Procedure               <ul style="list-style-type: none"> <li>- Training Organisation</li> <li>- Equipment for Enumerators and pre-enumeration work in EA</li> </ul> </li> </ul>	Chapter 3, Training manual  Chapter 4, Training manual
Friday 29/7	<ul style="list-style-type: none"> <li>• Enumeration - Coverage and approach</li> <li>• Geographical materials</li> </ul>	Chapter 5, Training manual Chapter 6, Training manual
Saturday 30/7	<ul style="list-style-type: none"> <li>• General Questionnaire</li> </ul>	Chapter 7, Training manual
Sunday 31/7 to Thursday 4/8	<ul style="list-style-type: none"> <li>• Detailed Questionnaire</li> </ul>	Chapter 8, Training manual
Friday 5/8	<ul style="list-style-type: none"> <li>• Supervisors obligations</li> <li>• RCO:s and DCO:s obligations</li> </ul>	Chapter 9, Training manual Chapter 10, Training manual
Saturday 6/8	<ul style="list-style-type: none"> <li>• Finance and Administration</li> <li>• Multiple Choice Test</li> </ul>	Special paper  Chapter 11, Training manual
Sunday 7/8	<ul style="list-style-type: none"> <li>• Results of Multiple Choice Test</li> <li>• Review</li> </ul>	
Monday 8/8	<ul style="list-style-type: none"> <li>• Procedures for the final preparations before de parture to Districts</li> </ul>	Chapter 12, Training manual

<sup>1)</sup> See chapter 12, first paragraph

**2.2.3 Training Level III**

Date: 12/8 - 20/8 1988  
 Time: 8.00 - 12.30 and 14.00 - 17.00  
 Place: At every District Headquarter  
 Trainers: Officers trained at level II  
 Trainees: Supervisors and Senior Enumerators (Education Co-ordinators, Headteachers and grade A Primary School teachers)

Day	Subject	Material	
Friday 12/8	<ul style="list-style-type: none"> <li>• Registration</li> <li>• Background</li> <li>• Use of Census Data &amp; Publicity</li> </ul>	Chapter 3, Training manual	DCO
	<ul style="list-style-type: none"> <li>• Census Procedure</li> <li>- Equipment for Enumerators &amp; Pre-enumeration Work in EA</li> <li>- Enumeration - Coverage &amp; Approach</li> </ul>	Chapter 4, Training manual	
		Chapter 5, Training manual	
Saturday 13/8	<ul style="list-style-type: none"> <li>• Geographical material</li> <li>• General Questionnaire (briefing only)</li> </ul>	Chapter 6, Training manual Chapter 7 <sup>1)</sup> , Training manual	
Sunday 14/8 to Thursday 18/8	<ul style="list-style-type: none"> <li>• Detailed Questionnaire</li> </ul>	Chapter 8, Training manual	
Thursday afternoon	<ul style="list-style-type: none"> <li>• Multiple Choice Test</li> </ul>	Chapter 11 <sup>1)</sup> , Training manual	
Friday 19/8	<ul style="list-style-type: none"> <li>• Review - multiple choice test</li> <li>• Finance &amp; Administration</li> <li>• Supervisor's obligations</li> </ul>	Chapter 9, Training manual	DCO
Saturday  20/8	<ul style="list-style-type: none"> <li>• Allocation of Senior enumerators to EA &amp; to Supervisors</li> <li>• Distribution of Working Materials</li> <li>• Supervisors Session with their Enumerators</li> </ul>	Form SWT 12B Forms SWT 12C, 13A	
Sunday 21/8	<ul style="list-style-type: none"> <li>• Preparation for departure</li> </ul>		

*1) Chapter 11 will be taken before chapter 9 since the latter involves Supervisors only*

## 2.2.4 Training Level IV

Date: 17/8 - 20/8 1988  
 Time: 8.00 - 12.30 and 14.00 - 17.00 (Day's work must be completed, even if it means working after 17.00) hours)  
 Place: At every District Headquarter  
 Trainers: Officers trained in Level II  
 Trainees: Junior Enumerators (Primary School Teachers)

Day	Subject	Material	
Wednesday 17/8	<ul style="list-style-type: none"> <li>• Registration</li> <li>• Background</li> <li>• Use of Census Data &amp; Publicity</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>Chapter 3, Training manual</li> <li>Chapter 4, Training manual</li> <li>Chapter 5, Training manual</li> </ul>	DCO
Thursday 18/8	<ul style="list-style-type: none"> <li>• Geographical material</li> <li>• General Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6, Training manual</li> <li>Chapter 7, Training manual</li> </ul>	
Friday 19/8	<ul style="list-style-type: none"> <li>• General questionnaire</li> <li>• Multiple Choice Test</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7, Training manual</li> <li>Chapter 11, Training manual</li> </ul>	
Saturday 20/8	<ul style="list-style-type: none"> <li>• Review - multiple choice test</li> <li>• Finance &amp; Administration</li> <li>• Allocation of Senior enumerators to EA &amp; to Supervisors</li> <li>• Distribution of Working Materials</li> <li>• Supervisors Session with their Enumerators</li> </ul>	<ul style="list-style-type: none"> <li>Form SWT 12B</li> <li>Forms SWT 13C, 13A</li> </ul>	DCO
Sunday 21/8	<ul style="list-style-type: none"> <li>• Preparation for departure</li> </ul>		

## 3 BACKGROUND, USE OF CENSUS DATA & PUBLICITY

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### 3.1 BACKGROUND

Materials for the first part of this chapter are found in the introductory part of the booklet *Instruction to Enumerators*, sections 1.1 to 1.4, which includes the importance of the Population Census, Census objectives, legal basis and overall Census organization.

### 3.2 USE OF CENSUS DATA

A Census has specific purposes to serve, and it has many known users to satisfy. Consequently, it must have well defined practical objectives (*see Instructions to Enumerators, Part 1, Section 1.2*). All stages of planning and preparations should be undertaken with the two following questions in mind: What is the Census for? Whose needs will be satisfied by having the data it produces? The answers to those questions enable the Census planners to select the pertinent topics to be included in the Census.

Exact knowledge of the population to be served lies at the heart of all efficient government administration business enterprises, educational system, and every action programme initiated and run by anybody for the benefit of the community. Census data are used by public and private organizations and individuals for policy formulation, for clarification of goals, for identification of current and future needs, for location of facilities, for analysis of trends, for measurement of progress, as the basis for population projections, as a statistical frame for other censuses and surveys, as well as for academic and research purposes.

Therefore, the uses of Census data are as varied as the functions and objectives of the users. The planners are generally aware of the major uses of Census data. Since the Government is the principal user, the principal uses would relate to Government-sponsored programmes. The principal uses of Census data can be classified according to the following groups.

#### **Policy formulation**

The first and broadest purpose to be served by a Population Census is to provide a basis for formulation of public policies which will accomplish the goals of national development. In formulating policies for national development, Census data are used to:

- Identify current needs of various sectors of the population for services or opportunities
- Establish priorities and otherwise provide a rational basis for taking action to alleviate needs
- Create programmes which are maximally effective yet economical
- Measure progress in attaining goals
- Study the dynamics of population and social change
- Plan for the future on the basis of the present understanding and current action

### Public Administration

The same demographic, social and economic factors which shape public policy, influence the size and functions of the Government itself.

There is a clear practical relationship between total number of people to be served, and number and regional distribution of public servants required for the operations of ministries concerned with health, education, labour or housing.

Allocation of funds from the national treasury to regions for routine administration or development projects may be largely justified on the basis of the population to be benefitted. Thus, Census data for population subgroups are valuable.

The size of the legislature (Parliament) or other local bodies (councils) are likewise directly related to population size, or other characteristics. Following a Census, constituencies are delineated on the basis of the population distribution; constituencies may be redrawn after a new Census is taken.

### Age-related needs

Age is one of the most significant determinants of needs. Particular events are known to dominate the experience of certain age groups, and result in a need for special services or goods. For instance:

- School attendance for specified ages determines the need for schools, teachers and educational equipment
- Marriage, child-bearing and family formation for ages 1 to 44 years, create a demand for housing, household goods, maternity services, infant and child-care facilities
- Economic activity for specified ages requires employment opportunities, occasional education, transportation etc
- High mortality and vulnerability to disease for children under 5 years stress the need for MCH clinics, public health and immunization programmes

### Sex-related needs

The bias of sex is gradually being eliminated from social and economic life in our society. It still has to be taken into account in any analysis of needs.

- Women of child-bearing age determine the need for maternity and MCH services and to a great extent the additional household goods
- Persons of employable age have the most critical need for employment opportunities and vocational training, and these needs may differ by sex

### Analysis of trends

Many forms of analysis make use of time series of data. A study of past trends throws light on the present and is a guide to the future. A review of factors which have helped to create current conditions can provide policy makers and planners with a sound basis for choosing which factors should be encouraged or altered, so as to attain national goals.

- In computing and projecting past and current rates of performance, utilization, attainment, change etc
- In comparing the present social and economic condition of the population with the level of living set forth in the goals of the plan
- In assessing future demand for commodities or services; For example, the number of classrooms which will be needed in the future as children reach school age
- In making critical assessment of human resources available for national development, and comparing it with what is actually required for the purpose

These are basically some of the principal uses of Census data and a few examples are presented in *Instructions to Enumerators*, part 1, section 1.1.

### 3.3 SAMPLING

The ambition in the coming Census is to collect information on detailed demographic and housing characteristics. This, however, does not mean that every single person in this country must be asked questions from an elaborated questionnaire. Instead, sampling techniques have been used and the sample has been designed in such a way that the intended district-wise analysis will be possible.

This sampling technique also means two types of questionnaires. One is the General Questionnaire (SWT 3), containing 5 questions only: name, relationship to the Head of Household, age and citizenship. The Detailed Questionnaire (SWT 1) starts with the same 5 questions, but contains 27 more questions relating to demographic, social, economic and housing characteristics. This questionnaire will be used in areas that have been scientifically selected. The sample frame used in this exercise has been carefully designed to provide intended results on District and Regional levels.

The number of selected Enumeration Areas differs from one district to another, depending on the population size in a given District and, consequently, the total number of demarcated EAs. However, the number of selected areas in every District is always between 30 and 70. Remaining areas in the District will use the General Questionnaire.

### 3.4 CENSUS PUBLICITY

The Population Census in Tanzania is an event taking place once every ten years.

In order to secure the effective cooperation of all the people, it is important that there is a deliberate attempt to step up publicity drive, to educate the masses on the importance of the exercise. During the Pilot Census in August 1987 and while the geographical work was in progress in the regions, some people showed scepticism about the whole exercise. The Census was associated to the Government's aim to raise taxation, a thing which is detested by most people, or enlisting the jobless under the Human Act (Nguvukazi). It was first after a series of appeals through the press from central and regional leaders to the masses that success in both the Pilot Census and the geographical work was recorded.

Hence, the importance of Census publicity cannot be over-emphasized when enlightening the masses and raising their consciousness and political awareness.

The presidential appointments of two Census Political Commissars, one for Tanzania mainland and one for Zanzibar, is a good indicator of the significance of Census publicity. Their major task is to spearhead the mobilization of the masses.

For a period of more than six months, all leaders are supposed to deliver the message of the Census, whenever they address the public at gatherings, seminars, workshops, symposiums etc. There has to be a combined effort of both Government and party leaders, from the grassroots level to the top national leaders, to educate the masses on the importance of the Census. The leaders of various religious organizations are not an exception in this responsibility.

The educational campaign is stressing the importance of Census data in the socio-economic planning for development. The masses are also educated on the Census questions and the need of cooperation from every individual during the Census is emphasized.

The Central Census Office has also worked out an additional strategy to boost Census publicity:

- A Census publicity booklet has been published for distribution to leaders and the masses, to educate them on the population census
- Posters of five different types have been designed for distribution throughout the country
- The Government has consented to a proposal that each of the five textile mills should produce a special print of khanga and vitenge with Census motives and slogans
- The Tanzania Posts and Telecommunication Corporation has agreed to release special stamps of four denominations for the Census, the first stamps ever to be issued for a Tanzanian Census. Special Census messages will also be printed on all airletter forms
- Radio Tanzania Dar es Salaam, Sauti ya Tanzania Zanzibar as well as TV Zanzibar have agreed to air special programmes for the Census, such as radio/TV plays, radio/TV interviews, radio educational programs, slogans, Census songs, entertainment programs, etc.
- Some printing industries have been contacted with a request to incorporate Census messages on all printed works rolling out of their industries
- Some private textile firms have been requested to make special T-shirts with Census messages for sale to the public
- Cinema slides are to be made (Swahili and English) for screening in all theatre halls in the country
- Cultural and entertainment groups have been approached to make special releases for the Census: music bands, taarab, traditional ngomas, poets, choirs, etc.

Given the importance of Census publicity, the regional authorities through the Regional/District Census Committees have the responsibility to work out publicity strategies within their areas, using whatever means available. Such strategies include cultural groups, schools, national service forces etc.

## 4 CENSUS PROCEDURE: ACTIVITIES BEFORE ENUMERATION

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The materials for this chapter are found in the booklet *Instruction to Enumerators* under sections:

- 2.1 Training organization (see also 2.2 in this Training Manual)
- 2.2 Documents and Materials
- 2.3 Oath of secrecy
- 2.4 Contacting local officials
- 2.5 Time table

The trainer should systematically go through the above mentioned sections and at each stage, the trainees should be given time to ask questions. The trainer should also ask the trainees questions to make sure that they have understood the essence of each section.

## 5 CENSUS PROCEDURE: DUTIES DURING ENUMERATION

The materials for this worksheet are found in the introductory part of the booklet *Instructions to Enumerators*, sections 3.1 to 3.10.

This chapter may be said to contain two parts: i) the enumeration coverage and ii) the enumeration approach. When dealing with the enumeration coverage (3.1 to 3.5), the approach should be similar to the one explained under chapter 4. Sections 3.6 to 3.10 should be presented in the form of a discussion. The trainer should lead the discussion.

## 6 GEOGRAPHICAL MATERIAL

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### 6.1 BACKGROUND

In preparation for the Census, the whole country has been demarcated into small areas, called Enumeration Areas (EA:s). This work has been done to ensure that the whole country will be covered during the enumeration and that no parts of the country will be left out. Each of these EA:s will normally be covered by one Enumerator. However, for sampled EA:s in rural areas, 2 Enumerators will work in one EA.

Furthermore, demarcating EA:s and preparing maps of these areas has also been made with the purpose of assisting the Enumerators in clearly defining their EA:s during the actual enumeration which starts on the 28th of August, 1988.

Beside the above mentioned reasons for demarcating the whole country, other purposes with the demarcation are to enable the presentation of the geographical distribution of the population, and also to provide a frame-work for other surveys (e g Agriculture, Health, Household Budget etc.).

## 6.2 HOW TO TEACH THE TRAINEES TO USE GEOGRAPHICAL MATERIAL

In connection with the demarcation of EA:s, descriptions of the EA-location and boundaries have been prepared, as well as lists of Balozis, and Heads of Households.

Thus, for identification purposes, every Enumerator will be issued with:

- Enumeration Area Map
- Description of location and boundaries of EA
- List of Balozis and Heads of Households for each EA

These three devices should be combined and used by the Enumerator to clearly define his EA, and avoid overlaps with Enumerators in adjoining EA:s. In addition to the EA-maps, other maps showing EA boundaries have been prepared. The Supervisors will be issued with a supervisory area map (SA-map) covering approximately 5 EA:s. They will also have a list of Balozis in their supervisory area, as well as a complete set of EA-maps for the same area. Furthermore, field copies of the 1:50,000 maps showing all EA and Ward boundaries will be available for cross-checking at the District Census Office.

The Supervisor will, thus, be in a position to sort out possible boundary disputes between EA:s and if this fails, the District Census Officer (DCO) should be consulted and he/she must take the ultimate decision of the exact location of EA-boundaries.

Enumerators cannot always get in touch with the Supervisors to solve boundary problems. Therefore, it is imperative that each Enumerator is able to properly locate his/her EA and to utilize the issued material.

### Lessons

For the Enumerators to acquire these skills, it is not sufficient to give only classroom lessons. These must be supplemented with practical exercises to enable the trainees to fully understand the use of the geographical material. The first few lessons, however, have to be given in the classroom, and should be used to familiarize the Enumerators with the materials and the symbols used on the maps.

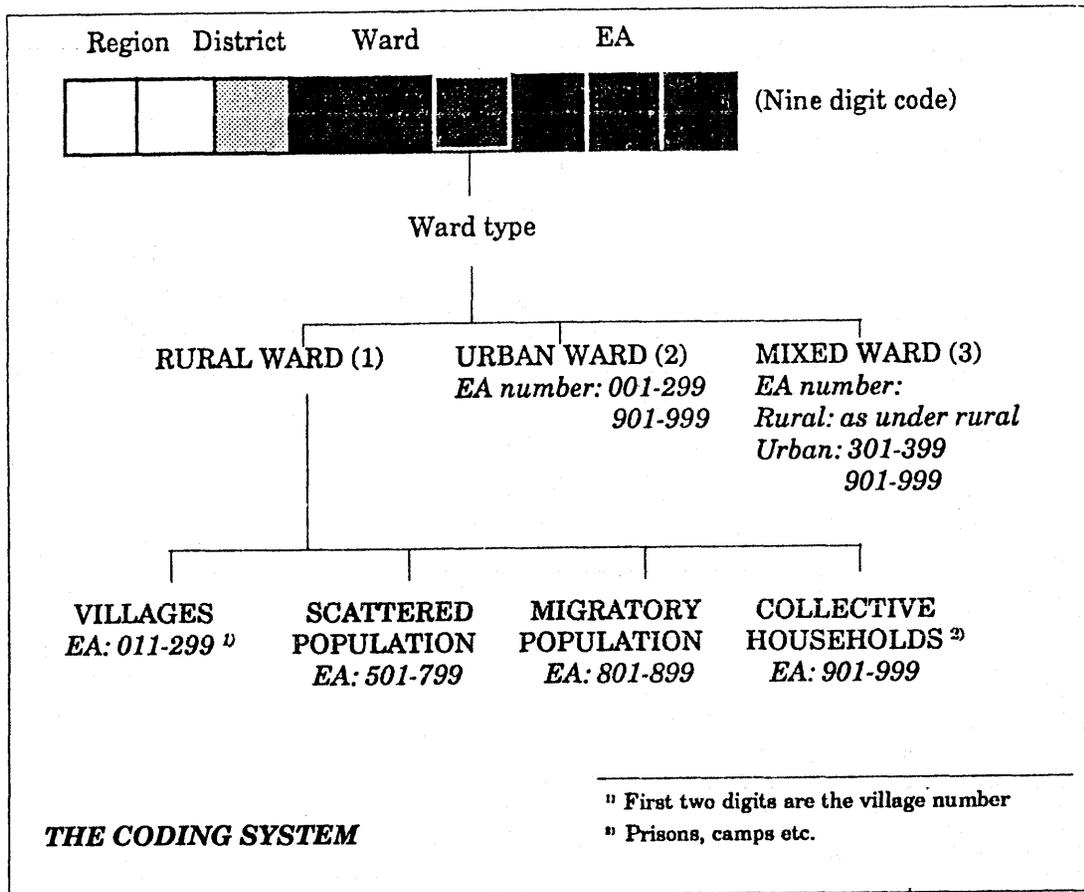
#### *Classroom lessons*

Materials required for every class to be prepared by DCO:

- Example of EA-maps and SA-maps for both rural and urban areas. The DCO should produce spare copies, and should not use those maps which are to be used in the actual enumeration
- List of Balozis and Heads of Households - again he should use spare copies
- Administrative map of Tanzania showing regions and districts
- Regional map showing districts
- Field copy of 1:50,000 map showing Ward and EA-boundaries

These first lessons should be used to give an orientation of the preparatory geographical work and show the Enumerators examples of materials they are going to work with, EA- and SA-maps for both urban and rural areas, descriptions of EA:s and lists of Balozis and Heads of Households. In introducing these materials, a brief review of the location of the EA:s within the larger setting of Districts and Wards should be made, to make the Enumerators understand where they fit in within the larger framework of the Census. For this purpose, the Enumerators should be shown district maps with the ward boundaries, and perhaps also examples of field copies.

In explaining how the EA:s fits in within a larger framework, and showing examples of maps, the *code system* should be introduced and explained to the trainees. The coding system can best be explained by using the chart below:



It is very important that everybody involved in the Census work fully understands the code system from region down to EA. Errors in coding do seriously effect the Census results, and cause long delays in the publishing.

After the introduction, the training should concentrate on the Enumerator's use of the EA maps. First they should be taught how to orientate a map, and the use of the north arrow. Some practical exercises should be included in this lessons, where the Enumerators should try to locate EA:s on field copies of the 1:5),000 maps and/or town maps. In connection with these exercises they should be taught to define different directions e g NE, SW, SE etc. and to know where these directions are, relative to the north arrow. Knowledge of how to use these directions are important, as it enables the Enumerators to use the descriptions of the EA:s, which frequently contains references to different directions.

The Enumerators should also be taught the different symbols used on the maps, e g District-, Ward- and EA- boundaries, rivers, roads, footpaths, settlement clusters, scattered populations etc. It is very important that the Enumerators understand these symbols in a real EA and thus be given skill of transferring map symbols to what they represent in reality.

The meaning and use of map-scales should also be taught in the classroom lessons. Knowledge of map-scales is also very important in helping the Enumerators to fully utilize the geographical material. The scale of the EA-maps gives the Enumerators the distance between different places within the EA, and also gives him guidance as to the length of the

boundaries when there are no very obvious physical features to follow. In this lesson they should also be taught the relationship of scales, e.g. that the actual distance can be calculated from any given map scale in the following way:

If you want to know the real distance represented by one centimeter on the map: blank out the last two digits of the mapscale. The remaining figures are equal to the real distance in meters.

$$1:50,000 \Rightarrow 1 \text{ cm} = 500 \text{ m}$$

Two more examples: Two (2) cm on a 1:50,000 map represents 1 kilometer in reality, 4 cm on a 1:20,000 map represents 800 meter in reality.

$$1:50,000 \Rightarrow (1 \text{ cm} = 500 \text{ m}) \cdot 2 = 1 \text{ km}$$

$$1:20,000 \Rightarrow (1 \text{ cm} = 200 \text{ m}) \cdot 4 = 800 \text{ m}$$

They should also be taught the use of the scale line which has been drawn on every EA-map.

#### Practical lessons

Materials required and to be prepared by the DCO:

- Copies of EA-maps, one rural and one urban in sufficient quantities, for every trainee to have his/her own copy
- Description of EA:s to be prepared in sufficient quantities for every trainee to have his/her own copy

The classroom lessons should be followed by practical exercises. For this purpose, at least one urban and one rural EA should be chosen and EA-maps and EA-descriptions should be produced in sufficient quantities for every Enumerator in the field exercises as indicated above.

The field exercise should contain all the elements of the classroom lessons. These could, however, be combined during the work with one EA.

The elements to be included in the exercises are:

- Locating and following the boundaries of a given EA (both urban and rural) with the assistance of the EA-map and the EA-description
- In the course of following the boundaries of the EA, participants should note the different symbols present on the maps and what these symbols represent in reality
- While locating the boundary, a section of 1/2 km (500 m) should be marked along the boundary, and the Enumerators should take note of this stretch, particularly in order to know how long is 500 metres, so as to understand the relationship between map-scale and reality
- Within the EA, they should also locate the "settlement cluster(s)" and also locate the village chairman by using the information contained in the EA-map
- Locate possible scattered homesteads in the chosen EA

After having carried out the practical lessons, the participants should have concluding session in the classroom. During this session, the practical exercises should be reviewed and evaluated. Problems encountered during training should be discussed and realistic solutions for a corresponding situation during the actual enumeration should be sought. Instruction to Enumerators concerning what they should do with the issued materials before, during and after the enumeration, should also be included in this session.

Before the enumeration starts, the Enumerators should identify the boundaries of their EAs, in the same way as they have done during the practical exercise. They should identify population clusters, and look for possible scattered homesteads. It is possible that some population clusters and/or scattered homesteads have not been marked on the maps. The Enumerator should then amend his map, and put in the proper symbols in the correct locations within the EA.

The occurrence of scattered populations introduces special problems in the enumeration, and the possible difficulties in finding these, should be emphasized in the classroom lessons as well as in the practical exercises. The Enumerators should be made to understand that they should always enquire from the village-secretary, ward-chairman or ten cell leaders, if their EA contain "scattered homesteads" beside the ordinary population clusters. They should also be made to understand that they have to traverse the whole area of their EA, in order to locate possible scattered homesteads (even if no such homesteads are marked on their EA-map) and include them in the enumeration.

Prior to the enumeration, they should also introduce themselves to the Village chairman/secretary and to the Balozis with whom they are going to work. In doing this, they should also update their lists of Heads of Households, as some families may have moved out, and some may have moved into the area, considering that the original list was compiled a long time ago.

During the enumeration the updated materials should help the Enumerator in finding or locating the people he/she is going to enumerate. In doing this, he/she should check in his/her updated lists, to make sure that all households have been covered. The Enumerator should also use the EA-map and traverse the whole area of the EA (not only along the boundary), to make sure that all the people in the EA have been enumerated and that not a single household has been left out.

After the enumeration, all geographical materials should be returned to the Supervisors with the filled in questionnaires. The Enumerator should also inform the Supervisor of the amendments made on his EA map and list, so that this information could be transferred to the copies retained in the District Census Office and also on the copies sent to Dar es Salaam.

**Note:** The training in the use of the geographical material includes many practical exercises, which could be difficult to handle with large groups. Wherever possible therefore, the trainees should be split up into smaller groups, and work independently. The instructor should then pass from one group to the other, and see that the instructions are understood and that the trainees really perform the exercises requested. In the practical exercises it is perhaps even more important than in the classroom lessons to split up the group of trainees into smaller groups. During the practical exercises, the larger group should be split into at least two groups, probably more, and be sent out to locate EA-boundaries etc., either in separate directions, i.e. one group follows the boundary clockwise and the other counter-clockwise, or the groups should be sent out at sufficient intervals to keep them separated during the exercise.

# 7 THE GENERAL QUESTIONNAIRE

## 7.1 ABOUT THE GENERAL QUESTIONNAIRE

The general questionnaire is described in detail in the *Instructions to Enumerators for the General Questionnaire*. Go through sections 4.1, 4.2 and 4.3 in that manual (instructions on questions 1-5) very carefully during the training.

The general questionnaire has fewer questions than the detailed questionnaire, but the fact that it has fewer questions should not be a cause of it being taken lightly. The information it collects is the most vital in the Census and the questionnaire covers almost the entire population. The first Census results as on 27/28 August, 1988, regarding the total population, composition by sex and age and citizenship, will be obtained mainly from the general questionnaire. To get the best results, it is therefore imperative that all Enumerators understand the questionnaire thoroughly and its importance in the Census and that all information should be properly recorded.

The general questionnaire is divided into 4 main sections:

- A. Identification
- B. All persons
- C. Population Totals
- D. Date household enumerated

## 7.2 HOW TO TEACH THE GENERAL QUESTIONNAIRE

As a trainer, when you introduce the general questionnaire, make sure that each trainee has a booklet of general questionnaires and then give a description of the 4 sections of the questionnaire, that is sections A, B, C and D.

Explain to the trainees why the coding in the identification block should be identical with the coding on the EA map. Explain to the trainees the adverse effects that will result should a wrong code be used. After this has been thoroughly understood, then come to section B - *All persons*

Explain to the trainees the importance of the information to be collected in this section and its use. Explain to the trainees that by years we mean completed years, hence all infants who have not attained their first birthday should be given code 00.

Explain to the trainees that when ever they get into a household they should always record particulars of everyone present in the household on the Census night, following a particular procedure: Head of Household first, then other members who spent the Census night in the household. They should then read out the names of those who have been listed to check if every person who is supposed to be enumerated is listed. As they list the names of persons in the household, they should at the same time enter codes for the relationship and sex in column 02 and 03.

It is important to stress that Head of Household must be somebody senior among household members *who spent the Census night in the household*. If the person who normally is considered as head of household is away during Census night, the senior member who is "acting" head of household must be on the first line of the questionnaire.

Explain to the trainees that after the listing is completed, they should begin by asking the Head of Household the remaining two questions, age and citizenship, after which they should continue with the next person on the list.

Arrange practical exercises among the trainees. This can be done by them forming groups of households and asking one to be an enumerator.

After this exercise you can then bring the trainees together, and correct any mistakes that might have been made.

A field exercise can then be made at a chosen EA<sup>1)</sup>, not far from the training centre. The trainees should be made to find the boundaries of the specific EA and then do the enumeration of about four households. They should then be able to complete sections C and D in the questionnaire.

**Note:** The 5 questions of the general questionnaire and the first 5 questions of the detailed questionnaire are identical. Together, the answers give the totals for the entire country.

### 7.3 HOW TO FILL IN BLOCK A: IDENTIFICATION

When you are presenting your lessons move from one block to another as they are arranged on the questionnaire. Explain the contents of this block and later give examples. Assume, for example that you are in Pambamoto village, Enumeration Area (EA) number 014, Ward/Branch Mlali number 081 in Mpwapwa district number 1, Dodoma Region number 01 in the house of Mjamaa Halisi, being your first household and the first form to use.

Show them how to fill this information in the identification block. Start with the Region Code (01) which is entered in boxes 1 and 2. Then enter the district code (1) in box 3 while the Ward/Branch code (081) is in boxes 4 - 6. The EA number (014) is in boxes 7 - 9, household number (001) in boxes 10 - 12 and form number (0001) in boxes 13 - 16.

<b>A</b>	<b>IDENTIFICATION</b>															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	0	1	1	0	8	1	0	1	4	0	0	1	0	0	0	1
	Region		District			Ward/Branch			EA	Household No.			Form No.			

You are encouraged to give many examples to illustrate your point. Repeat it as many times as possible until the trainees understand.

### 7.4 HOW TO FILL IN BLOCK B: ALL PERSONS

This block consists of 5 questions. When you begin to train, you are advised to divide this block into two parts as follows:

#### Questions 01-03: Name, relationship and sex

Start this section by tackling each question separately. Remind the trainees to list all persons who spent the Census night of 27/28 August, 1988, in that household. Adhere strictly to the details in the *Instructions to Enumerators for the General Questionnaire* (part IV, section 4.3) regarding the procedure to follow when an Enumerator is listing the members of the household.

<sup>1)</sup> Prior arrangements should be made as regards the EA to be visited. This is the responsibility of the RCO on training level II, the DCO on level III and IV.

Since these three questions are closely related, remind the trainees that the three questions must be filled simultaneously. Give several examples.

Let us now introduce the household of Nd. Mjamaa Halisi, which will be exposed to the five questions of the general questionnaire.

Nd. Mjamaa Halisi is the head of this household and lives with his wife Nipende Nipendeze, their two sons Furaha and Mawazo, their daughter Kidawa. All these people were in the house on that particular night. Also, on that night, the mother of Nd. Mjamaa Halisi, Nd. Hawa Wazuri, his sister Kadogo Halisi and his male friend Nd. Sichoki Kuzurura who has been there for the past one week, were present.

When the list of all persons who spent the Census night in the household was read to him and asked if there was any person who had been missed or erroneously included, Nd. Mjamaa said that his uncle who was also in the household on that night left the next morning, and he was not sure if his uncle should also be included. According to the Census procedures, his uncle Nd. Upoloto Wazuri must be included in this household.

Let us go through the listed household members who were present on Census night. Remember and remind the trainees that the three questions must be filled in simultaneously since they relate to each other. Enter:

- i. Question 1: MJAMAA HALISI  
Question 2: code 1 (Head)  
Question 3: code 1 (Male)
- ii. Question 1: NIPENDE NIPENDEZE  
Question 2: code 2, (Wife)  
Question 3: code 2 (Female)
- iii. Question 1: FURAHA HALISI  
Question 2: code 3 (Son)  
Question 3: code 1 (Male)
- iv. Question 1: MAWAZO HALISI  
Question 2: code 3 (Son)  
Question 3: code 1 (Male)
- v. Question 1: KIDAWA HALISI  
Question 2: code 4 (Daughter)  
Question 3: code 2 (Female)
- vi. Question 1: HAWA WAZURI  
Question 2: code 5 (Other relative)  
Question 3: code 2 (Female)
- vii. Question 1: KADOGO HALISI  
Question 2: code 5 (Other relative)  
Question 3: code 2 (Female)
- viii. Question 1: UPOLOTO WAZURI  
Question 2: code 5 (Other relative)  
Question 3: code 1 (Male)
- ix. Question 1: SICHOKI KUZURURA  
Question 2: code 6 (Non-relative)  
Question 3: code 1 (Male)

<b>B ALL PERSONS</b>			
	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD? <small>List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed</small>	WHAT IS THE RELATIONSHIP OF..... TO THE HEAD OF HOUSEHOLD? <small>Head +1 Spouse +2 Son +3 Daughter +4 Other relative +5 Non relative +6</small>	IS ..... MALE OR FEMALE? <small>Male +1 Female +2</small>
	01	02	03
1	001 Head of household MJAMAA HALISI	1	1
1	002 NIPENDE NIPENDEZE	2	2
1	003 FURAHA HALISI	3	1
1	004 MAWAZO HALISI	3	1
1	005 KIDAWA HALISI	4	2
1	006 HAWA WAZURI	5	2
1	007 KADOGO HALISI	5	2
1	008 UPOLOTO WAZURI	5	1
1	009 SICHOKI KUZURURA	6	1
1	010		

Give more examples until you are sure that the trainees understand this part well.

Questions 04 - 05

Question 04 introduces one important tool in a Census. That is the use of a calendar of local events in estimating or determining the age of a respondent. Remind the trainees that the answers given by respondents must be entered on the questionnaire by using two digits. Question 05 requires that one has to look at the codes provided for.

Let us now go back to the household headed by Nd. Mjamaa Halisi. With the help of the calendar of local events it was found out that Nd. Mjamaa Halisi is 41 years old while his wife, Nipende Nipendeze, is 34 years old. Their first son Furaha Halisi is 13 years old, the second son, Mawazo Halisi is 10 years old, their daughter Kidawa Halisi is 7 years old. When his mother, Nd Hawa Wazuri was asked about her age, she simply said that she did not know, but she only remembers that she was born when the Germans came to this country. Using the calendar of local events it is found out that she is about 75 years old. Kadogo Halisi, the sister of Nd. Mjamaa, is 27 years old while his friend Nd. Sichoki Kuzurura is 39 years old. Mjamaa's uncle, Nd. Upoloto, is 54 years old.

All members of this household including visitors are citizens of the United Republic of Tanzania by birth.

Record the answers in the following way:

For question 04: HOW OLD IS.....?

Enter:

- for Mjamaa Halisi: code 41
- for Nipende Nipendeze: code 34
- for Furaha Halisi: code 13
- for Mawazo Halisi: code 10
- for Kidawa Halisi: code 07
- for Hawa Wazuri: code 75
- for Kadogo Halisi: code 27
- for Upoloto Wazuri: code 54
- for Sichoki Kuzurura: code 39

For question 05: WHAT IS .....S CITIZENSHIP?

Enter:

- for Mjamaa Halisi: code 60
- for Nipende Nipendeze: code 60
- for Furaha Halisi: code 60
- for Mawazo Halisi: code 60
- for Kidawa Halisi: code 60
- for Hawa Wazuri: code 60
- for Kadogo Halisi: code 60
- for Upoloto Wazuri: code 60
- for Sichoki Kuzurura: code 60

B ALL PERSONS		HOW OLD IS.....? Age in complete years	WHAT IS .....S CITIZENSHIP?
	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD? List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.	Use two digits in entering age. If under 1 year, II 00	Write the code of the country
	01	04	05
1	001 Head of household M JAMA A HALISI	41	60
1	002 NIPENDE NIPENDEZE	34	60
1	003 FURAHA HALISI	13	60
1	004 MAWAZO HALISI	10	60
1	005 KIDAWA HALISI	07	60
1	006 HAWA WAZURI	75	60
1	007 KADOGO HALISI	27	60
1	008 UPOLOTO WAZURI	54	60
1	009 SICHOKI KUZURURA	39	60
1	010		

**7.5 HOW TO FILL IN BLOCK C: POPULATION TOTALS**

After the enumeration, the totals of male and female in each page are entered in the boxes of section C and hence the grand total. In the household of Mjamaa Halisi, there were 5 males and 4 females, altogether 9 persons.

In the boxes for MALE: Enter 005  
 In the boxes for FEMALE: Enter 004  
 In the boxes for TOTALS: Enter 0009

C TOTAL		37	38	39	40	41	42	43	44	45	46
		0	0	5	0	0	4	0	0	0	9
		Male		Female				Total			

**7.6 HOW TO FILL IN BLOCK D: DATE OF ENUMERATION**

The date the Enumerator completes enumerating a particular household must be entered at the space provided in 2 digits (28, 29, 01, 02 etc). The household of Mjamaa Halisi was enumerated on the 28th of August.

In the boxes for date of enumeration: Enter 28

D DATE OF ENUMERATION		47	48
		2	8

**7.7 HOW TO ENTER POPULATION TOTALS ON THE FRONT COVER**

The totals of males, females and the grand total in the boxes of section C on every page should be transferred to section 2 on the front cover of the booklet after the enumeration. Let us assume that the first page of the booklet was used for the enumeration of the household of Mjamaa Halisi. On the first line of section 2 on the front cover, enter

in the boxes for Male 5  
 in the boxes for Female 4  
 in the boxes for Totals 9

IDADI YA WATU			
2	WANA-UME	WANA-WAKE	JAMLA
1	5	4	9

In this case, Mjamaa Halisi's household only covered one page. If the household members are more than 10, the totals of each page should be calculated and transferred to the appropriate pageline on the front cover.

When a booklet has been completed, add the number of males, females and totals on the booklet cover to form the males, females and grand totals of each booklet. Enter these totals in the boxes on the second last line TOTALS in section 2 on the booklet cover. The total number of households covered by a booklet should be entered on the last line of section 2 of the booklet.

# 8 THE DETAILED QUESTIONNAIRE

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## 8.1 ABOUT THE DETAILED QUESTIONNAIRE

The detailed questionnaire is adequately described in the *Instructions to Enumerators for the Detailed Questionnaire* (part III, section 4.3). Go through this section carefully. It contains nine blocks with 32 questions. Given the massive number of questions, it is important that Supervisors and Enumerators have a thorough briefing of the different questions and the flow of these questions. Remember that the sequence of questions must be strictly followed.

The detailed questionnaire is divided into 9 main sections:

- A. Identification
- B. All persons
- C. All persons 5 years and above
- D. All persons 10 years and above
- E. Females 12 years and above
- F. Deceased in the household
- G. Housing conditions
- H. Population totals
- I. Date of enumeration

## 8.2 HOW TO TEACH THE DETAILED QUESTIONNAIRE

When you introduce the detailed questionnaire, make sure that each trainee has a booklet of detailed questionnaires and then give a description of the 9 sections of the questionnaire.

Explain to the trainees why the coding in the identification block should be identical with the coding on the EA map. Explain to the trainees the adverse effects that will result should a wrong code be used. After this has been thoroughly understood, then come to section B - *All persons*.

Explain to the trainees the importance of the information to be collected in this section and its use. Explain to the trainees that by years we mean completed years, hence all infants who have not attained their first birthday should be given code 00.

Explain to the trainees that whenever they get into a household they should always record particulars of everyone present in the household on the Census night, following a particular procedure: Head of Household first, then other members who spent the Census night in the household. They should then read out the names of those who have been listed to check if every person, who is supposed to be enumerated, is listed. As they list the names of persons in the household, they should at the same time give codes for the relationship and sex in columns 02 and 03.

It is important to stress that Head of Household must be somebody senior among household members *who spent the Census night in the household*. If the person who normally is considered as head of household is away during Census night, the senior member who is "acting" head of household must be on the first line of the questionnaire.

Explain to the trainees that after the listing is completed, they should begin by asking the Head of Household the remaining two questions, age and citizenship, after which they should continue with the next person on the list.

Arrange practical exercises among the trainees. This can be done by them forming groups of households and asking one to be an Enumerator.

After this exercise you can then bring the trainees together and correct any mistakes that might have been made.

A field exercise can then be made at a chosen EA<sup>1)</sup>, not far from the training centre. The trainees should be made to find the boundaries of the specific EA and then do the enumeration of about four households. They should then be able to complete sections C and D in the questionnaire.

**Note:** The first 5 questions in both questionnaires cover the entire population, hence the questions are identical. In addition to the general questionnaire, information on the first 5 questions in the detailed questionnaire will be aggregated to get the total population for the entire country.

**8.3 HOW TO FILL IN BLOCK A: IDENTIFICATION**

When you are presenting your lesson, move from one block to another as they are arranged on the questionnaire.

Explain the contents of this block and later give examples. Assume, for example, that you are in Pambamoto village, Enumeration Area (EA) number 014, Ward/Branch Mlali (number 081) in Mpwapwa district (number 1), Dodoma Region (number 01) in the house of Mjamaa Halisi, being your first household and the first form to use.

Show them how to fill this information in the identification block.

Start with the Region Code (01) which is filled in boxes 1 and 2. Then enter the district code (1) in box 3, while the Ward/Branch code (081) is in boxes 4 - 6. The EA number (014) is in boxes 7 - 9, household number (001) in boxes 10 - 12 and form number (0001) in boxes 13 - 16.

A	IDENTIFICATION															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	0	1	1	0	8	1	0	1	4	0	0	1	0	0	0	1
	Region		District	Ward/Branch			EA			Household No.			Form No.			

You are encouraged to give many examples (covering possible unique situations) to illustrate your point. Repeat it as many times as possible until the trainees understand.

<sup>1)</sup> Prior arrangements should be made as regards the EA to be visited. This is the responsibility of the RCO on training level II, the DCO on level III and IV.

### 8.4 HOW TO FILL IN BLOCK B: ALL PERSONS

This block consists of 10 questions. When you begin to train, you are advised to divide this block into three parts as follows:

#### Questions 01-03: Name, relationship and sex

Start this section by tackling each question separately. Remind the trainees to list all persons who spent the Census night of 27/28 August, 1988, in that household. Adhere strictly to the details in the *Instructions to Enumerators for the Detailed Questionnaire* (part IV, section 4.3.3) regarding the procedure to follow when an Enumerator is listing the members of the household.

Since these three questions are closely related, remind the trainees that the three questions must be filled simultaneously. Give several examples.

Now it is time to re-introduce the household of Nd. Mjamaa Halisi. Let us this time assume that the household is situated in a sampled area. That means, that the Halisi household will be exposed to the thirty-two questions of the detailed questionnaire.

Nd. Mjamaa Halisi is the head of this household and lives with his wife Nipende Nipendeze, their two sons Furaha and Mawazo, their daughter Kidawa. All these people were in the house on that particular night. Also, on that night, the mother of Nd. Mjamaa Halisi, Nd. Hawa Wazuri, his sister Kadogo Halisi and his male friend Nd. Sichoki Kuzurura who has been there for the past one week, were present.

When the list of all persons who spent the Census night in the household was read to him and asked if there was any person who had been missed or erroneously included, Nd. Mjamaa said that his uncle who was also in the

<b>B ALL PERSONS</b>			
	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD? <small>List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed</small>	WHAT IS THE RELATIONSHIP OF..... TO THE HEAD OF HOUSEHOLD? <small>Head =1 Spouse =2 Son =3 Daughter =4 Other relative =5 Non relative =6</small>	IS ..... MALE OR FEMALE? <small>Male =1 Female =2</small>
	01	02	03
001	Head of household MJAMAA HALISI	1	1
002	NIPENDE NIPENDEZE	2	2
003	FURAHA HALISI	3	1
004	MAWAZO HALISI	3	1
005	KIDAWA HALISI	4	2
006	HAWA WAZURI	5	2
007	KADOGO HALISI	5	2
008	UPOLOTO WAZURI	5	1
009	SICHOKI KUZURURA	6	1
010			

household on that night left the next morning and he was not sure if his uncle should also be included. According to the Census procedures, his uncle Nd. Upoloto Wazuri must be included in this household.

Let us go through the listed household members who were present on Census night. Remember and remind the trainees that the three questions must be filled in simultaneously since they relate to each other. Enter:

- i. Question 1: MJAMAA HALISI  
Question 2: code 1 (i-Head)  
Question 3: code 1 (Male)
- ii. Question 1: NIPENDE NIPENDEZE  
Question 2: code 2, (Wife)  
Question 3: code 2 (Female)
- iii. Question 1: FURAHA HALISI  
Question 2: code 3 (Son)  
Question 3: code 1 (Male)
- iv. Question 1: MAWAZO HALISI  
Question 2: code 3 (Son)  
Question 3: code 1 (Male)
- v. Question 1: KIDAWA HALISI  
Question 2: code 4 (Daughter)  
Question 3: code 2 (Female)
- vi. Question 1: HAWA WAZURI  
Question 2: code 5 (Other relative)  
Question 3: code 2 (Female)
- vii. Question 1: KADOGO HALISI  
Question 2: code 5 (Other relative)  
Question 3: code 2 (Female)
- viii. Question 1: UPOLOTO WAZURI  
Question 2: code 5 (Other relative)  
Question 3: code 1 (Male)
- ix. Question 1: SICHOKI KUZURURA  
Question 2: code 6 (Non-relative)  
Question 3: code 1 (Male)

B ALL PERSONS			
	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD?	WHAT IS THE RELATIONSHIP OF.....TO THE HEAD OF HOUSEHOLD?	IS ..... MALE OR FEMALE?
	<small>List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.</small>	Head -1 Spouse -2 Son -3 Daughter -4 Other relative -5 Non relative -6	Male -1 Female -2
	01	02	03
001	Head of household MJAMAA HALISI	1	1
002	NIPENDE NIPENDEZE	2	2
003	FURAHA HALISI	3	1
004	MAWAZO HALISI	3	1
005	KIDAWA HALISI	4	2
006	HAWA WAZURI	5	2
007	KADOGO HALISI	5	2
008	UPOLOTO WAZURI	5	1
009	SICHOKI KUZURURA	6	1
010			

### Questions 04 - 05

Question 04 introduces one important tool in a Census. That is the use of a calendar of local events in estimating or determining the age of a respondent. Remind the trainees that the answers given by respondents must be entered on the questionnaire by using two digits. Question 05 requires that one has to look at the codes provided for.

Let us now go back to the household headed by Nd. Mjamaa Halisi. With the help of the calendar of local events it was found out that Nd. Mjamaa Halisi is 41 years old while his wife, Nipende Nipendeze, is 34 years old. Their first son Furaha Halisi is 13 years old, the second son, Mawazo Halisi is 10 years old, their daughter Kidawa Halisi is 7 years old. When his mother, Nd. Hawa Wazuri was asked about her age, she simply said that she did not know, but she only remembers that she was born when the Germans came to this country. Using the calendar of local events it is found out that she is about 75 years old. Kadogo Halisi, the sister of Nd. Mjamaa, is 27 years old while his friend Nd. Sichoki Kuzurura is 39 years old. Upoloto, is 54 years old.

All members of this household including visitors are citizens of the United Republic of Tanzania by birth.

Record the answers in the following way:

#### For question 04: HOW OLD IS.....?

Enter:

for Mjamaa Halisi: code 41  
 for Nipende Nipendeze: code 34  
 for Furaha Halisi: code 13  
 for Mawazo Halisi: code 10  
 for Kidawa Halisi: code 07  
 for Hawa Wazuri: code 75  
 for Kadogo Halisi: code 27  
 for Upoloto Wazuri: code 54  
 for Sichoki Kuzurura: code 39

#### For question 05: WHAT IS.....'S CITIZENSHIP?

Enter:

for Mjamaa Halisi: code 60  
 for Nipende Nipendeze: code 60  
 for Furaha Halisi: code 60  
 for Mawazo Halisi: code 60  
 for Kidawa Halisi: code 60  
 for Hawa Wazuri: code 60  
 for Kadogo Halisi: code 60  
 for Upoloto Wazuri: code 60  
 for Sichoki Kuzurura: code 60

B WATU WOTE			
	<b>MKUU WA KAYA ANAITWAJE?</b>  Orodhesha watu wote waliolala katika nyumba hii usiku wa kuamkia siku ya sensa. Anza kuorodhesha kwa kuandika jina la mkuu wa kaya	<b>JE...ANA UMRI WA MIAKA MINGAPI?</b> Miaka iliyo kamili Tumia tarakimu mbili katika kujaza umri. Kwa mtoto aliye chini ya mwaka 1 jaza 00	<b>.....NI RAIA WA NCHI GANI?</b>  Andika geresho la nchi
	01	04	05
001	Mkuu wa kaya <b>MJAMAA HALISI</b>	41	60
002	<b>NIPENDE NIPENDEZE</b>	34	60
003	<b>FURAHA HALISI</b>	13	60
004	<b>MAWAZO HALISI</b>	10	60
005	<b>KIDAWA HALISI</b>	07	60
006	<b>HAWA WAZURI</b>	75	60
007	<b>KADOGO HALISI</b>	27	60
008	<b>UPOLOTO WAZURI</b>	54	60
009	<b>SICHOKI KUZURURA</b>	39	60
010			

**Questions 06 - 07**

It has been said in the beginning that Nd. Mjamaa's mother came to see her son. This means that Nd. Mjamaa's mother is still alive. Unfortunately, his wife's mother died a year ago in Tabora. The three children in the house, that is Furaha, Mawazo and Kidawa, are the offsprings of Nipende Nipendeze, the wife of Nd. Mjamaa Halisi.

Hawa Wazuri, given her old age, lost her mother many years ago. The same applies to Mjamaa's uncle, who is the younger brother of Hawa. Kadogo's mother, Hawa, is still alive, but Sichoki Kuzurura's mother died five years ago.

We all know, that Mjamaa Halisi is married to Nipende Nipendeze. Their children Furaha, Mawazo and Kidawa are still (of course) unmarried, while Hawa Wazuri is a widow. While Kadogo has been divorced only recently, Sichoki is still a roving ambassador who does not dream of getting married. Upoloto, however, is currently married.

For question 06: IS ..... 'S MOTHER STILL ALIVE?

- Enter:
- for Mjamaa Halisi: code 1
  - for Nipende Nipendeze: code 2
  - for Furaha Halisi: code 1
  - for Mawazo Halisi: code 1
  - for Kidawa Halisi: code 1
  - for Hawa Wazuri: code 2
  - for Kadogo Halisi: code 1
  - for Upoloto Wazuri: code 2
  - for Sichoki Kuzurura: code 2

For question 07: WHAT IS ..... 'S MARITAL STATUS?

- Enter:
- for Mjamaa Halisi: code 2
  - for Nipende Nipendeze: code 2
  - for Furaha Halisi: code 1
  - for Mawazo Halisi: code 1
  - for Kidawa Halisi: code 1
  - for Hawa Wazuri: code 4
  - for Kadogo Halisi: code 3
  - for Upoloto Wazuri: code 2
  - for Sichoki Kuzurura: code 1

B ALL PERSONS			
WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD?		IS ..... 'S MOTHER STILL ALIVE?	WHAT IS ..... 'S MARITAL STATUS?
List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.		Read the following categories to the respondent	
		Yes = 1	Never married = 1
		No = 2	Married = 2
		Do not know = 3	Divorced/ Separated = 3
			Widowed = 4
	01		
001	Head of household MJAMAA HALISI	1	2
002	NIPENDE NIPENDEZE	2	2
003	FURAHA HALISI	1	1
004	MAWAZO HALISI	1	1
005	KIDAWA HALISI	1	1
006	HAWA WAZURI	2	4
007	KADOGO HALISI	1	3
008	UPOLOTO WAZURI	2	2
009	SICHOKI KUZURURA	2	1

Again, give the trainees more examples, and also conduct mock interviews among the trainees. Let them concentrate initially with questions 04-07; and when you are satisfied that the trainees have understood this part, attempt examples which should cover all questions, that is from question 01 to question 07, and also do not forget to conduct mock interviews to cover questions 01 - 07.

**Questions 08 - 09: Place of birth and residence**

Remind the trainees that these questions refer to the movement of people from their places of birth to where they are enumerated. These questions provide an opportunity to this who want to study internal and international migration.

Explain the individual questions. Let us now go back to the household of Nd. Mjamaa Halisi.

Mjamaa Halisi was born in Hombolo, which is in Dodoma Rural district in Dodoma region. He is still living in Hombolo and was living in this place in 1978. His wife, Nipende Nipendeze was born in Tabora and in 1978 she was in Hombolo with her husband and is currently living in Hombolo with her husband.

Their three children were all born at Hombolo Clinic and have been living in Hombolo since birth. Hawa Wazuri was born at Dodoma Makulu village in Dodoma, she is now living at Kigwa village, West of Dodoma municipality. However, in 1978, she was in Ngudu town, Mwanza with her late husband.

Kadogo Halisi who was born in Ngudu Mwanza is now staying in Dodoma municipal. But during the 1978 census she was living in Dar es Salaam city with her former husband.

Upoloto Wazuri was born at Dodoma Makulu village, but after completing school in 1957, he has been living in Dodoma municipality until today.

Sichoki Kuzurura was born in Mayamaya village in Dodoma rural and is currently living in the same village, but in 1978, he was in Lindi town where he was staying with his friend.

Record the answers in the following way:

For Question 08:

WHERE WAS.....BORN?

Enter:

for Mjamaa Halisi:	code 01
for Nipende Nipendeze:	code 14
for Furaha Halisi:	code 01
for Mawazo Halisi:	code 01
for Kidawa Halisi:	code 01
for Hawa Wazuri:	code 01
for Kadogo Halisi:	code 19
for Upoloto Wazuri:	code 01
for Sichoki Kuzurura:	code 01

For Question 09:

PLACE OF USUAL RESIDENCE?

Enter:

for Mjamaa Halisi:	code 01 1
for Nipende Nipendeze:	code 01 1
for Furaha Halisi:	code 01 1
for Mawazo Halisi:	code 01 1
for Kidawa Halisi:	code 01 1
for Hawa Wazuri:	code 01 1
for Kadogo Halisi:	code 01 2
for Upoloto Wazuri:	code 01 2
for Sichoki Kuzurura:	code 01 1

B ALL PERSONS			
WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD?		WHERE WAS ..... BORN?	WHAT IS .....S USUAL RESIDENCE?
List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.		Enter code for region if born in Tanzania and country if born outside Tanzania	Enter code for region if living in Tanzania and country if living outside Tanzania
	01	08	09
001	Head of household MJAMA HALISI	01	011
002	NIPENDE NIPENDEZE	14	011
003	FURAHA HALISI	01	011
004	MAWAZO HALISI	01	011
005	KIDAWA HALISI	01	011
006	HAWA WAZURI	01	011
007	KADOGO HALISI	19	012
008	UPOLOTO WAZURI	01	012
009	SICHOKI KUZURURA	01	011
010			

Be sure to instruct the trainees about the construction of these three-digit codes. Emphasize to the trainees that the codes must be entered with the two digits representing regions in the first two boxes and the single code for urban/rural in the third box.

For Question 10:  
WHERE WAS.....LIVING IN 1973?

Explain to the trainees on how to enter the codes. Pay special attention to Kidawa's codes: she is below ten years, so she was not yet born by 1973. Hence, her code should be 87. Leave the third position blank.

Enter:  
 for Mjamaa Halisi code 01 1  
 for Nipende Nipendeze code 01 1  
 for Furaha Halisi: code 01 1  
 for Mawazo Halisi: code 01 1  
 for Kidawa Halisi: code 87  
 for Hawa Wazuri: code 07 3  
 for Kadogo Halisi: code 07 2  
 for Upoloto Wazuri: code 01 2  
 for Sichoki Kuzurura code 08 2

Be sure to instruct the trainees about the construction of these three-digit codes. Emphasize to the trainees that the codes must be entered with the two digits representing regions in the first two boxes and the single code for urban/rural in the third box.

After this exercise, give examples for the three questions, and later give exercises to cover questions 01 - 10. Adopt a similar approach when you allow the trainees to conduct mock interviews.

It is at this stage that you divide the trainees into reasonable groups of three to five persons and go out to interview neighbouring households preferably two or three households for each group. The interview should cover questions 01 - 10. Stress to the trainees that they are very careful particularly when they are listing the members of household who were present on that Census night.

After these interviews, discuss.

PERSONS		WHERE WAS ..... LIVING IN 1973?
	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD? <small>List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.</small>	<small>Enter code for region &amp; living in Tanzania and country if living outside Tanzania. If below age 10, enter code 87.</small>
	01	10
001	Head of household MJAMAA HALISI	011
002	NIPENDE NIPENDEZE	011
003	FURAHA HALISI	011
004	MAWAZO HALISI	011
005	KIDAWA HALISI	87
006	HAWA WAZURI	073
007	KADOGO HALISI	072
008	UPOLOTO WAZURI	012
009	SICHOKI KUZURURA	082
010		

**8.5 HOW TO FILL IN BLOCK C: PERSONS AGED 5 YEARS AND ABOVE**

This block consists of three questions which are meant for persons who are 5 years old or over. Any person who is less than five years old should not be asked these questions, and actually the interview should stop after question 10. All questions relate to literacy and education. Begin by explaining the individual questions. Then go back to the household of Ndugu Mjamaa Halisi.

Mjamaa Halisi can read and write in kiswahili. The same is also for his wife, Nipende Nipendeze, his children, Furaha and Mawazo. Kidawa is still illiterate because she can neither read nor write in kiswahili.

Her grandmother, Ndugu Hawa Wazuri cannot read and write in kiswahili, but Kadogo Halisi, Upoloto Wazuri and Sichoki Kuzurura can read and write in kiswahili.

As regards their education, Ndugu Mjamaa Halisi left school many years ago after completing class six. His wife, likewise, left school after completing class four.

Furaha and Mawazo are currently attending primary school and are in class four and class two, respectively. Kidawa has not yet started school. Ndugu Hawa Wazuri has never attended any formal education. Upoloto Wazuri completed standard 10. On the other hand, although Sichoki Kuzurura can read and write, he has never been to any school apart from the adult education classes he had been attending for the past three years. Record the answers in the following way:

**For question 11:**  
**DOES....KNOW HOW TO READ AND WRITE IN KISWAHILI?**

- Enter:
- for Mjamaa Halisi: code 1
  - for Nipende Nipendeze: code 1
  - for Furaha Halisi: code 1
  - for Mawazo Halisi: code 1
  - for Kidawa Halisi: code 2
  - for Hawa Wazuri: code 2
  - for Kadogo Halisi: code 1
  - for Upoloto Wazuri: code 1
  - for Sichoki Kuzurura: code 1

**For question 12:**  
**HAS....EVER ATTENDED SCHOOL?**

- Enter:
- for Mjamaa Halisi: code 3
  - for Nipende Nipendeze: code 3
  - for Furaha Halisi: code 2
  - for Mawazo Halisi: code 2
  - for Kidawa Halisi: code 1
  - for Hawa Wazuri: code 1
  - for Kadogo Halisi: code 3
  - for Upoloto Wazuri: code 3
  - for Sichoki Kuzurura: code 1

<b>B ALL PERSONS</b>		<b>C PERSONS 5 YEARS AND ABOVE</b>		
	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD? List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.	DOES.....KNOW HOW TO READ AND WRITE IN KISWAHILI? Yes = 1 No = 2	HAS.....EVER ATTENDED SCHOOL? Never attended = 1 Attending = 2 Has completed = 3	WHAT IS.....S HIGHEST FORMAL SCHOOL EDUCATION? For codes, see overleaf (00-17)
	01	11	12	13
001	Head of household MJAMAA HALISI	1	3	
002	NIPENDE NIPENDEZE	1	3	
003	FURAHA HALISI	1	2	
004	MAWAZO HALISI	1	2	
005	KIDAWA HALISI	2	1	
006	HAWA WAZURI	2	1	
007	KADOGO HALISI	1	3	
008	UPOLOTO WAZURI	1	3	
009	SICHOKI KUZURURA	1	1	
010				

For question 13:  
**WHAT IS .....S HIGHEST FORMAL SCHOOL EDUCATION?**

- Enter:
- for Mjamaa Halisi: code 06
  - for Nipende Nipendeze: code 04
  - for Furaha Halisi: code 04
  - for Mawazo Halisi: code 02
  - for Kidawa Halisi: code 00
  - for Hawa Wazuri: code 00
  - for Kidigo Wazuri: code 08
  - for Upoloto Wazuri: code 10
  - for Sichoki Kuzurura: code 00

Apart from this example, continue to give more examples, preferably being a continuation of the previous example which you started during the first session.

Let the trainees conduct mock interviews which should initially cover these three questions, and later cover the entire 13 questions so far covered. After the mock interviews and examples, discuss to assess the progress and problems.

B ALL PERSONS		C PERSONS 5 YEARS AND ABOVE		
WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD? <small>List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.</small>		DOES..... KNOW HOW TO READ AND WRITE IN KISWAHILI?	HAS..... EVER ATTENDED SCHOOL?	WHAT IS .....S HIGHEST FORMAL SCHOOL EDUCATION?
		Yes = 1 No = 2	Never attended = 1 Attending = 2 Has completed = 3	For codes, see overleaf (00-17)
01		11	12	13
001	Head of household MJAMAA HALISI	1	3	06
002	NIPENDE NIPENDEZE	1	3	04
003	FURAWA HALISI	1	2	04
004	MAWAZO HALISI	1	2	02
005	KIDAWA HALISI	2	1	00
006	HAWA WAZURI	2	1	00
007	KADOGO HALISI	1	3	08
008	UPOLOTO WAZURI	1	3	10
009	SICHOKI KUZURURA	1	1	00

### 8.6 HOW TO FILL IN BLOCK D: PERSONS 10 YEARS AND ABOVE

Here, again, we introduce another age classification, that is, for persons who are 10 years old or above that age. This implies, therefore, that all persons who are less than 10 years old should not be covered by these questions. The questions, 14 - 16, refer to the economic activity of the population.

First, explain the different questions. Remember to point out the skip pattern, that is, when a person indicates in question 14 that he/she "worked" and the code assigned is "1" then continue to ask questions 15 and 16. If the code assigned for question 14 is not "1", that is, 2, 3, 4, 5, 6, or 7, then *do not* ask these two questions (15 and 16). Instead write down the codes for "Not Applicable," which are "11" for question 15 and "6" for question 16.

Let us now get back to the household of Nd. Mjamaa Halisi. Ndugu Mjamaa Halisi worked during the year in his farm. Remember that he is a small-scale farmer. His wife, Nipende, also is a farmer and worked in their plot during the rainy season. Furaha and Mawazo are students at a nearby primary school. Kidawa is still too young to be able to do anything.

Hawa Wazuri, though she is quite old, is also running her own farm where she is staying. She is a small-scale farmer. Kadogo Halisi who is staying with her auntie in Dodoma is not doing anything apart from household duties.

Ndugu Upoloto Wazuri worked during the last 12 months' period. He is employed as headteacher at Mtendeni Primary School. Sichoki Kuzurura is a farmer and is working in his own farm.

For question 14:  
WHAT WAS....DOING DURING THE LAST 12 MONTHS?

- Enter:
- for Mjamaa Halisi: code 1
  - for Nipende Nipendeze: code 1
  - for Furaha Halisi: code 3
  - for Mawazo Halisi: code 3
  - for Kidawa Halisi: no code
  - for Hawa Wazuri: code 1
  - for Kadogo Halisi: code 4
  - for Upoloto Wazuri: code 1
  - for Sichoki Kuzurura: code 1

For question 15:  
WHAT IS .....S MAIN OCCUPATION?

- Enter:
- for Mjamaa Halisi: code 05
  - for Nipende Nipendeze: code 05
  - for Furaha Halisi: no code
  - for Mawazo Halisi: no code
  - for Kidawa Halisi: no code
  - for Hawa Wazuri: code 05
  - for Kadogo Halisi: no code
  - for Upoloto Wazuri: code 02
  - for Sichoki Kuzurura: code 05

For question 16:  
WHAT WAS....S STATUS OF WORK?

- Enter:
- for Mjamaa Halisi: code 3
  - for Nipende Nipendeze: code 3
  - for Furaha Halisi: no code
  - for Mawazo Halisi: no code
  - for Kidawa Halisi: no code
  - for Hawa Wazuri: code 3
  - for Kadogo Halisi: no code
  - for Upoloto Wazuri: code 2
  - for Sichoki Kuzurura: code 3

B ALL PERSONS		D PERSONS 10 YEARS AND ABOVE		
WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD?		FOR WORKERS (Answer on 14 = 1)		
List members who slept in this household on the Census night. Begin the list by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.		WHAT WAS DOING DURING THE LAST 12 MONTHS?	WHAT IS .....S MAIN OCCUPATION?	WHAT WAS .....S STATUS OF WORK? Read to respondent the following categories:
		For codes, see overleaf (1-7)	Enter occupational code	Employer = 1 Employee = 2 Own account/shamba = 3 Unpaid family worker = 4 Other = 5 Not applicable = 6
01		14	15	16
001	Head of household MJAMAA HALISI	1	05	3
002	NIPENDE NIPENDEZE	1	05	3
003	FURAHA HALISI	3		
004	MAWAZO HALISI	3		
005	KIDAWA HALISI			
006	HAWA WAZURI	1	05	3
007	KADOGO HALISI	4		
008	UPOLOTO WAZURI	1	02	2
009	SICHOKI KUZURURA	1	05	3
010				

Give more examples and conduct mock interviews by covering the three questions. Later, cover all questions from question 01 to 16. Again, after going through the examples and mock interviews, discuss.

### 8.7 HOW TO FILL IN BLOCK E: FEMALES AGED 12 YEARS AND ABOVE

Questions 17-20 should be directed to women only who are 12 years or older. All men of any age and women who are less than 12 years old *should not* be covered by these questions. These questions try to determine the reproductive behaviour of our population.

Let us, again, go back to our example of Ndugu Mjamaa Halisi. We all know that *only women, 12 years and over*, are eligible. From the list, we discover that there are only three women who qualify to be asked these questions. These are Nipende Nipendeze, Hawa Wazuri and Kadogo Halisi who are 34, 75 and 27 years old, respectively.



For question 19:  
**HOW MANY CHILDREN WERE BORN ALIVE TO.....AND ARE NOW DEAD?**

Enter:

	Male	Female
for Mjamaa Halisi:	no code	no code
for Nipende Nipendeze:	code 01	code 01
for Mawazo Halisi:	no code	no code
for Kidawa Halisi:	no code	no code
for Hawa Wazuri:	code 00	code 02
for Kadogo Halisi:	code 01	code 00
for Upoloto Wazuri:	no code	no code
for Sichoki Kuzurura:	no code	no code

For question 20:  
**HOW MANY CHILDREN WERE BORN ALIVE TO.....IN THE LAST 12 MONTHS?**

Enter:

	Male	Female
for Mjamaa Halisi:	no code	no code
for Nipende Nipendeze:	code 0	code 1
for Furaha Halisi:	no code	no code
for Mawazo Halisi:	no code	no code
for Kidawa Halisi:	no code	no code
for Hawa Wazuri:	code 0	code 0
for Kadogo Halisi:	code 0	code 0
for Upoloto Wazuri:	no code	no code
for Sichoki Kuzurura:	no code	no code

B ALL PERSONS	
01	WHAT IS THE NAME OF THE HEAD OF THIS HOUSEHOLD?  List members who slept in this household on the Census night. Begin the listing by entering the name of the head of the household. All persons staying in the household at the time of the Census must be listed.
001	Head of household MJAMAA HALISI
002	NIPENDE NIPENDEZE
003	FURAHA HALISI
004	MAWAZO HALISI
005	KIDAWA HALISI
006	HAWA WAZURI
007	KADOGO HALISI
008	UPOLOTO WAZURI
009	SICHOKI KUZURURA
010	

E FEMALES 12 YEARS AND ABOVE								
HOW MANY CHILDREN WERE BORN ALIVE TO...AND ARE NOW						HOW MANY CHILDREN WERE BORN ALIVE TO..... IN THE LAST 12 MONTHS		
...LIVING IN THIS HOUSEHOLD?		...LIVING ELSE-WHERE?		...DEAD?		Skip if age of woman is 50 years and above. Indicate the sex of each child. If no child, enter 0		
17	18	19	20	17	18	19	20	
Male	Female	Male	Female	Male	Female	Male	Female	
								001
02	01	00	00	01	01	0	1	002
								003
								004
								005
01	01	03	01	00	02	0	0	006
00	00	03	00	01	00	0	0	007
								008
								009
								010

**Note:** Stress to the trainees that question 20 *should not* be asked to women 50 years and above. Hence, the target group for this question is women 12 - 49 years old. You should also make the trainees aware, that answers to question 20 has *only one position*.

Do more examples and carry out mock interviews which should cover the four questions (17-20). Later make mock interviews which would cover all 20 questions.

At this stage, it is important that the trainees do real field interviews by covering all 20 questions. Come back to class and discuss about the field exercises.

**8.8 HOW TO FILL IN BLOCK F:  
DECEASED IN THE HOUSEHOLD DURING THE LAST 12 MONTHS**

Remind the trainees that these questions must be directed to the Head of Household or any other adult person who will answer on behalf of the Head of Household. Explain to the trainees the different questions and point out what steps must be taken when it happens that the household lost more than three persons (i.e. there were more than 3 deaths, the maximum number that one form can accommodate, see *Instructions to Enumerators for the Detailed Questionnaire, Section F*)

In our example of the household of Ndugu Mjamaa Halisi, the child who was born in January, 1988, died two months later. The baby was a girl and this was the only death which occurred in the household during the 12 months' period preceding the Census.

Record the answers as follows:

For question 21 - 23

Enter:

- in question 21: code 1 (answer is YES)
- in question 22: code 2 (answer is FEMALE)
- in question 23: code 00 (answer is UNDER ONE YEAR)

QUESTIONS ON DEATHS						
DECEASED IN THE HOUSEHOLD DURING THE LAST 12 MONTHS						
DID ANY DEATH OCCUR IN THIS HOUSEHOLD DURING THE LAST 12 MONTHS? <small>If none, proceed to question no. 28</small>	PERSON 1		PERSON 2		PERSON 3	
	SEX	AGE AT DEATH IN COMPLETE YEARS	SEX	AGE AT DEATH IN COMPLETE YEARS	SEX	AGE AT DEATH IN COMPLETE YEARS
Yes = 1 No = 2	Male = 1 Female = 2	<small>If below 1 year, enter 00</small>	Male = 1 Female = 2	<small>If below 1 year, enter 00</small>	Male = 1 Female = 2	<small>If below 1 year, enter 00</small>
21	22	23	24	25	26	27
2999	1	2	00			

Try a few more examples if necessary.

**8.9 HOW TO FILL IN BLOCK G: QUESTIONS ON HOUSING**

Again, these questions must be addressed to the Head of Household or his/her representative. Discuss the different questions which are in this block.

In the house where the household of Ndugu Mjamaa Halisi lives, there are three rooms which are used for sleeping. They are using a pit latrine which is just behind their house. There are two wells which are used by the villagers to get drinking water. In this house there is no electricity. This house is owned by this household.

for questions 28 - 32

Enter:

- in question 28: code 03
- in question 29: code 3
- in question 30: code 3
- in question 31: code 2
- in question 32: code 1

G QUESTIONS ON HOUSING				
HOW MANY ROOMS HAS THIS HOUSE WHICH ARE USED BY THE HOUSEHOLD? <small>Fill in the number of rooms used for living</small>	WHAT TOILET FACILITIES ARE AVAILABLE IN THIS HOUSE? <small>Flush inside the house = 1 Flush outside the house = 2 Pit/other = 3 No toilet = 4</small>	WHAT TYPE OF WATER IS AVAILABLE IN THIS HOUSE? <small>Piped water in the house or village = 1 Piped water outside the village = 2 Well water in plot or village = 3 Well water outside village = 4 Other inside plot or village = 5 Other outside plot or village = 6</small>	IS THERE ELECTRICITY IN THIS HOUSE? <small>Yes = 1 No = 2</small>	ARE YOU THE OWNER/TENANT/OTHER? <small>Owner = 1 Tenant = 2 Other = 3</small>
28	29	30	31	32
03	3	3	2	1

Give more examples which cover the five questions in this block.

### 8.10 HOW TO FILL IN BLOCK H: TOTAL

It is now time to transfer the number of persons from block B to block H. Show the trainees how to identify males and females by using question 03. Use the coding system for this particular question to show how to make the transfers correctly.

in the space for male: enter 005  
 in the space for female: enter 004  
 in the space for total: enter 0009

H TOTAL									
MALE.....	<table border="1"> <tr> <td>37</td> <td>38</td> <td>39</td> </tr> <tr> <td>0</td> <td>0</td> <td>5</td> </tr> </table>	37	38	39	0	0	5		
37	38	39							
0	0	5							
FEMALE.....	<table border="1"> <tr> <td>40</td> <td>41</td> <td>42</td> </tr> <tr> <td>0</td> <td>0</td> <td>4</td> </tr> </table>	40	41	42	0	0	4		
40	41	42							
0	0	4							
TOTAL.....	<table border="1"> <tr> <td>43</td> <td>44</td> <td>45</td> <td>46</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>9</td> </tr> </table>	43	44	45	46	0	0	0	9
43	44	45	46						
0	0	0	9						

### 8.11 HOW TO FILL IN BLOCK I: DATE OF ENUMERATION

Remind the trainees to write down the day only and leave out the month and year. In our case, the household of Mjamaa Halisi was enumerated on August 28, 1988.

in the space for date of enumeration: enter 28

DATE OF ENUMERATION					
	<table border="1"> <tr> <td>47</td> <td>48</td> </tr> <tr> <td>2</td> <td>8</td> </tr> </table>	47	48	2	8
47	48				
2	8				

When you complete block I, go out to enumerate households and remind the trainees not to forget to adhere to all enumeration procedures as detailed in part 2 of the *Instructions to enumerators*, and after the enumeration, to transfer the totals from block B to block H.

Come back to the class and discuss.

### 8.12 HOW TO ENTER POPULATION TOTALS ON THE FRONT COVER

The totals of males, females and the grand total in the boxes of section C on every page should be transferred to section 2 on the front cover of the booklet after the enumeration. Let us assume that the first page of the booklet was used for the enumeration of the household of Mjamaa Halisi. On the first line of section 2 on the front cover, enter

in the boxes for Male 5  
 in the boxes for Female 4  
 in the boxes for Totals 9

2 UKURASA	IDADI YA WATU		
	WANA- UME	WANA- WAKE	JUMLA
1	5	4	9

In this case, Mjamaa Halisi's household only covered one page. If the household members are more than 10, the totals of each page should be calculated and transferred to the appropriate pageline on the front cover.

When a booklet has been completed, add the number of males, females and totals on the booklet cover to form the males, females and grand totals of each booklet. Enter these totals in the boxes on the second last line *TOTALS* in section 2 on the booklet cover. The total number of households covered by a booklet should be entered on the last line of section 2 of the booklet.

## 9 SUPERVISOR'S OBLIGATIONS

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The obligations for the Supervisors are given in detail in the *Handbook for Supervisors*. Please note that the sections 1.1 to 1.4 of this workbook also appear in Instructions to Enumerators and hence covered when giving the lesson on chapter 3.

Go through section 1.5, giving the role of the Supervisor, very carefully during the training.

The trainer should then systematically identify the Supervisors obligations before the enumeration, during enumeration and after enumeration, given in sections 2.3, 2.4 and 2.5 respectively.

Trainees should then be reminded on the importance of the role played by the Supervisors in the whole Census exercise.

Trainees should also be taught how to use all the control forms attached at the end of the *Handbook for Supervisors*.

## 10 RCO'S AND DCO'S OBLIGATIONS

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The obligations for the RCOs and DCOs are given in detail in the *Handbook for Regional and District Census Officers*.

The trainer should go through sections 1 to 21 systematically with the trainees, pausing at each section to give the trainees time to grasp the practical reality of each of these sections.

The trainer should then summarize by identifying the RCOs and DCOs obligations before, during and after enumeration.

Trainees should also be taught on how to use the control forms attached to the *Handbook for Regional and District Census Officers*.

## 11 MULTIPLE CHOICE TESTS

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After the main topics, e.g. geographical material and the questionnaire(s) have been taught to the trainees, they should be given multiple choice tests.

The aim of the tests is to find out whether the trainees have grasped the essence of the Census and understood the material being used in carrying it out. The aim is also to identify gaps in the knowledge of the trainees. The gaps are to be filled during the review carried out the day after the multiple choice tests.

The multiple choice test to be used at Training Level I and II consists of two sheets, one covering geographical material and one covering the questionnaires (detailed and general).

The same multiple choice test should also be given to the Supervisors trained at level III.

Senior enumerators will be given a multiple choice test consisting of one sheet only, covering both geographical material and the detailed questionnaire. The Junior Enumerators trained at level IV will be given a multiple choice test of one page, covering the geographical material and the general questionnaire.

The trainers at Level I and II will be given enough copies of the multiple choice test to distribute among their trainees at this level. The trainees at level II (later to be trainers at level III and IV) will be given only one copy each of the tests to be used during their training sessions. Enough copies to be used at training level III and IV must be produced by the DCO. If there is no means to produce enough copies, the questions must be written on the blackboard.

### **Instructions how to use a multiple choice test**

The trainee should write his/her name on the test sheet(s) and also the district/venue. Only one statement is either correct or incorrect. That one should be circled.

In the response alternatives of the example below, the first one is incorrect and the circle is drawn around the digit for response alternative 1:

- ① 061 113 001
- 2 061 113 311
- 3 061 113 299

When correcting, record the number of incorrect answers per question in order to establish the attained competence level. Competence gaps must be filled during the review the next day.

## **12 PROCEDURES** for the Final Preparations before Departure to the Regions/Districts

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### **12.1 FIRST LEVEL TRAINING (HEAD OFFICE)**

The last day of the first level training will be used by participants to discuss any issues concerning the 1988 Census that need be reviewed before the trainers departure for the regions. The participants will have about 10 days (17-26 July, 1988) for preparation and travel, before training starts in every region on 27th July 1988. It should, However, be noted that 27/7/88 may not be a working day (Idd Al Haji). In any case, since our programme includes Sundays and holidays, 27/7/88, for census purposes, is a working day even if in the time table we have allocated this day only for registration of participants only.

- **Identifications:** Every participant (Regional Trainer) would be required to identify the total requirements for his region in terms of Manpower, Equipments and Materials for training (regional and district levels) and Enumeration. If arrangements for parking and despatching them have not been made, it would be the responsibility of the respective regional trainer to ensure that everything is done in time
- **Finance:** The ten days for preparations may not be enough to follow-up imprests and other financial arrangements. Contact must be made before hand with the Administration, to ensure that this exercise is completed within the time limit(21/7/88)
- **Transport:** Trainers will leave with L/Rovers, one vehicle for each region, to facilitate the carrying of training materials, and later movements within the region. Zonal co-ordinators will be provided with a Toyota L/Cruiser (in all 8 zones) to facilitate their coordination/supervision role within each zone
- **Departures:** All trainers are supposed to arrive at their respective regions, latest two days before the training starts on Wednesday 27/7/88. That means regional trainers should leave on Friday 22/7/88, Saturday 23/7/88 and Sunday 24/7/88 depending on the distance to be covered. On arrival, they should contact their respective Regional Census Officer to make sure that all arrangements for the training have been made

## 12.2 SECOND LEVEL TRAINING (AT REGIONAL HEADQUARTERS)

The last training day for this level would be on Monday 8/8/1988. Participants should be allowed to raise any technical or administrative problems that are likely to happen in their work in the districts. These problems should be discussed openly, and solutions given to the participants. RCOs and DCOs should be in a position to contribute more on the solutions to most of the administrative problems.

- **Identification:** The Regional trainers should help the DCOs/District Trainers identify training materials and equipments required for their respective districts. It is assumed by this time that these materials are already in the districts, but if it happens that they are still at the Regional Headquarters, then the DCOs should make sure they leave with these materials.
- **Transport:** It might be a good idea for the Regional and District Authorities to earmark a few vehicles for training purposes. This will facilitate the carrying of possible training materials to the districts, and also the movements of the district trainers. RCOs and DCOs should be advised by the Regional Trainers on this issue
- **Departure:** It is important that all participants (district trainers) leave for their respective districts latest on Tuesday 9/8/88. Training in the districts for level III starts on Friday 12/8/88, and obviously District Trainers would need a day or two for travel and rest before they start teaching

*Appendix A*

**Number of Supervisors and Enumerators + 10% Reserve**

(17-20/8) (27/7 - 8/8)

Will be distributed separately



*Appendix B*

## Participants of the First Stage Training Programme (27 June - 16 July 1988)

### A. Trainers (CCO)

1. Nd. S A M Ngallaba
2. Nd. H Mbaruku
3. Nd. L Komba
4. Nd. Msaki
5. H E Altvall
- 6 O Wessberg

### B. Trainees

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Nd. Mgaya             | Central Census Office (CCO) |
| 2. Nd. Rubona            | "-                          |
| 3. Nd. Ruyobya           | "-                          |
| 4. Nd. Chuwa (Miss)      | "-                          |
| 5. Nd. Aboud             | "-                          |
| 6. Nd. Ndaki             | "-                          |
| 7. Nd. I Mwenda          | RSO - Kilimanjaro           |
| 8. Nd. Mwingira          | Takwimu                     |
| 9. Nd. Komba (Mrs)       | Central Census Office (CCO) |
| 10. Nd. Magway           | Takwimu                     |
| 11. Nd. P C T Mayeye     | "-                          |
| 12. Nd. A V Nnembuka     | "-                          |
| 13. Nd. C Mkai           | "-                          |
| 14. Nd. J Komba          | "-                          |
| 15. Nd. Omari S Salahi   | Takwimu Zanzibar            |
| 16. Nd. Mbwana O. Mbwana | "-                          |
| 17. Nd. Ussi H Hussein   | "-                          |
| 18. Nd. Omari Y Mzee     | "-                          |
| 19. Nd. A Mkini          | UMATI                       |
| 20. Nd. D B Mwang'amba   | URAFIKI                     |
| 21. Nd. S J Mpuka        | Mipango                     |
| 22. Nd. H R Bamwebuga    | E.A.S.T.C.                  |
| 23. Nd. M J Mbonile      | University of Dar Salaam    |
| 24. Nd. A M Kaimu        | Takwimu                     |
| 25. Nd. G S Noah         | Ministry of Education       |
| 26. Nd. L P Kirumba      | "-                          |
| 27. Nd. D Kapinga        | "-                          |
| 28. Nd. S M Ushiwa       | Mipango                     |
| 29. Nd. C W Samanyi      | "-                          |
| 30. Nd. M O Mwampeta     | "-                          |
| 31. Nd. E M Mjema        | "-                          |
| 32. Nd. Assey            | "-                          |
| 33. Nd. Mwakipesile      | "-                          |
| 34. Nd. Mosse            | "                           |
| 35. Nd. Mteleka          | "-                          |
| 36. Nd. Kimune           | "-                          |
| 37. Nd. Malekela         | "-                          |
| 38. Nd. E A Mtweve       | Takwimu                     |
| 39. Nd. Kakala           | Mipango                     |
| 40. Nd. Mtawa            | "-                          |
| 41. Nd. Magonya          | "-                          |
| 42. Nd. Kamote           | "-                          |
| 43. Nd. Watungulu        | "-                          |

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44. Nd. Magwaya	"
45. Nd. G Ngallo	"
46. Nd Korongo	"
47. Nd. Rubunga	"
48. Nd. Mukaruka	"
49. Nd. Mfungahema	"
50. Nd. Kweka	"
51. Nd. M Kapakala	TP & TC
52. Nd. J F B Mwanga (Mrs)	Takwimu
53. Nd. P P Namfua	E.A.S.T.C.

*Appendix C***Training and Supervision in the Regions**

<b>Zone</b>	<b>Area/No of trainees</b>	<b>Trainers</b>	<b>Zonal Coordinators</b>
1. DODOMA	Dodoma (62)	<b>A V Nnembuka</b> Mtawa Mukaruka	Nnembuka
	Singida (45)	<b>Aboud</b> Rubunga	
	Morogoro (70) <sup>1</sup>	<b>Ndaki</b> Magwaya	
2. ARUSHA	Arusha (86)	<b>I Mwenda</b> L P Kirumba M Kapakala	H Mbaruku
	K/njaro (65)	<b>Chuwa</b> S J Mpuka	
	Tanga (69)	<b>S M Ushiwa</b> Mosse	
3. LINDI	Lindi (42)	<b>Rubona</b> Assey	S A M Ngallaba
	Mtwara (62)	<b>Magway</b> Mfungahema	
	Ruvuma (46)	<b>N Mwingira</b> Kimune	
4. MBEYA	Mbeya (80) <sup>1</sup>	<b>J Komba</b> Mwang'amba Kamote	
	Iringa (69) <sup>1</sup>	<b>P P Namfua</b> Korongo	
	Rukwa (44)	<b>Mkini</b> E M Mjema	
5. TABORA	Tabora (71) <sup>1</sup>	<b>P Mayeye</b> Mwakipesile Kweka	P C T Mayeye
	Kigoma (44)	<b>G S Noah</b> Magonya	
	Shinyanga (93) <sup>1</sup>	<b>Kaimu</b> H R Bamwebuga Watugulu	

<sup>1</sup> Estimates

Zone	Area/No of trainees	Trainers	Zonal Coordinators
6. MWANZA	Mwanza (96) <sup>1</sup>	Mkai Malekela Mteleka C W Samanyi	Mkai
	Mara (54) <sup>1</sup>	E A Mtweve M O Mwampeta	
	Kagera (69) <sup>1</sup>	J F B Mwanga (Mrs) Kakala	
7. D'Salaam	DSM (123) <sup>1</sup>	L Komba D Kapinga M J Mbonile Ruyobya Mrs Komba	H E Altvall/ L Komba
	Coast (40)	Mgaya G Ngallo	
8. ZANZIBAR	Unguja (45)	Omari Y Mzee Omari S Salahi	H E Altvall/ Ali Athumani
	Pemba (33)	Mbwana O Mbwana Ussi H Hussein	

<sup>1</sup> Estimates

Trainers have been allocated in such a way that if one falls sick the classes can still run by combining them, or by getting hold of the extra trainer within each zone (each class is approx. 40 trainees)

Zonal Co-ordinators' movements have been facilitated by the allocation of an extra trainer in each zonal centre

*Appendix D***Examples to be used in training on  
the Detailed Questionnaire****The household of Hangaika Maarufu**

On September 1st, 1988, the Enumerator of EA 004 in Bomani Ward<sup>1)</sup>, Ilala District in Dar es Salaam, arrives at the house of Nd. Hangaika Maarufu, a retired seaman. The household is the forty-ninth to be enumerated. The Enumerator informs Nd. Maarufu and his relatives of the purpose of his visit. Maarufu says that he is well aware of the Census; he has seen a Census poster and heard about the Census on the radio.

Beside Nd. Hangaika, the following persons are present in the house:

Kipepe Kidawa, the wife of Hangaika Maarufu  
Tembo Hangaika, the son of Hangaika  
Siwema Hangaika, the daughter of Hangaika  
Maua Hangaika, the daughter of Hangaika  
Tumaini Pendo, the sister of Hangaika  
Chaku Bakubaku, the grandfather of Hangaika

When the Enumerator asks Hangaika Maarufu which persons spent the night between the 27th and 28th of August in this household he is told that all these persons did, with the exception of Nd. Hangaika himself. He had yesterday been released from Muhimbili hospital in Dar es Salaam where he had been admitted three weeks ago, suffering from a heart attack.

The Enumerator follows his instructions and enters the appropriate name, relationship and sex into the questionnaire. After doing so, he gets the following information about the entered persons.

*Kipepe Kidawa* is about 50 years old. She was born in Ujiji in Kigoma District, where her mother is still living. When she married Hangaika in 1959 she moved with him to Dar es Salaam where she has been staying ever since. She has attended school up to standard four and can read and write in Kiswahili. She is a housewife and the mother of four children, two boys and two girls. Only one boy and one girl are still alive and live in the same household as their mother.

*Tembo Hangaika* is the son of Hangaika and Kipepe. He was born in 1960, where he also was in 1978. He has finished standard 10 and can of course read and write in Kiswahili. He has not worked for the last two years and he has never been married.

*Siwema Hangaika* is the daughter of Hangaika and Kipepe. She was born in Ujiji in 1966 when Kipepe was visiting her mother. After that, she has been staying in Dar es Salaam with her father and mother, helping her mother in the household. At birth, she had a minor brain damage and has never attended school. She can read a newspaper in Kiswahili, but she cannot write. She has never had any children.

*Tumaini Pendo* is Hangaika's sister. She has been visiting her brother since the 24th of August. She does not know her exact age, but says she was born in Morogoro town during the last year of the Second World War. She is separated and has given birth to three children (in 1970, 1971 and 1973, respectively), two boys and one girl who are still staying with her and their grandmother in Morogoro. She can read and write in kiswahili and she has completed standard six. She is currently working as a typist.

<sup>1)</sup> Bomani Ward has code 092

*Maua Hangaika*, born in Mogadishu in 1957, is Hangaika's daughter with a woman (now dead) whom he met when he was working in Somalia. Maua has come to Dar es Salaam because of her father's illness and has stayed in his household for five days now.

Maua is married and lives in Mogadishu with her husband and five children, two boys and three girls, the youngest girl born less than eight months ago. In 1978, she was in Mogadishu. She has received a PhD at the University of Mogadishu, where she is currently teaching. She cannot read and write in Kiswahili.

*Chaku Bakubaku* is Hangaika's very old grandfather. He was born in Unguja Kaskazini in the year when Seyyid Bargash bin Said, the Omani ruler of Zanzibar, was arrested and sent into exile in Bombay.<sup>1)</sup> Chaku cannot remember that he ever attended school, but eventually learned to read and write Kiswahili from a friend. However, he is now blind and cannot read and write any more. Obviously, Chaku is not working and since his wife died 8 years ago in Tanga (where they had lived for over 50 years), Chaku says he is merely awaiting his own death.

All the members of the household are Tanzanian citizens *except* for Maua, who is a citizen of Somalia. The house of Hangaika Maarufu has five rooms, piped water in the house and pit latrine. There is electricity in the house, which is owned by Hangaika.

### A Collective Household

(when a Detailed Questionnaire is used)

Early in the morning, on the 28th of August 1988, the Enumerator Magesa went to enumerate people who spent the Census night at Makongoro guest house. This guesthouse was located in Mabatini ward, which was a mixed ward. This ward was in Mwanza Municipality suburb. Due to the guesthouse's small capacity, Field Reviewers had included it in a normal EA, with other nearby households. That EA was sampled to be covered by the detailed questionnaire.

Magesa had utilised the last few days before enumeration to locate EA boundaries, updating the list of households and spotting out complicated households like the guesthouse. Before enumeration, Magesa briefed the owner on how to get information from people who would spend the Census night in that guesthouse. On the day of enumeration, Magesa went to the guesthouse (which was 'his' eighth household) and collected all particulars of all persons who slept there in the Census night. The information showed, that in that night a total of 27 people slept in that house and out of them 10 were females.

Let us take a closer look at three of them and see how their information can be entered into the detailed questionnaire.

The example is of Mr Ngoswe Majuto and his wife Mwanaisha, who were accompanied by their young daughter Chakupewa. They were forced to sleep in Makongoros questhouse, as they were late to board a boat which would have taken them to their native village Karumwa in Sengerema district. Ngoswe is an employee of Ultimate Security Force in D'Salaam. His wife Mwanaisha, apart from being fulltime housewife, owns a "genge" nearby their house, which they are renting. Due to economic problems, Ngoswe could not

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<sup>1)</sup> *Calendar of Local Events says 1888*

manage to travel with his whole family, hence he has decided to leave behind two of his children under the care of his neighbour, who lives in the same house. They bring only the youngest child, only two months old.

His elder daughter, Furahisha, is six years old and his son Korongo is three. Furahisha's mother died while she was still young, and Ngoswe eventually married his second wife, Mwanaisha. Hence, Korongo and Chakupewa are Ngoswe's and Mwanaisha's children.

Ngoswe is 46 years old and his mother is still alive. Mwanaisha is 32. She does not know the whereabouts of her mother, who separated from her husband (Mwanaisha's father) ten years ago.

Ngoswe knows how to read and write in Kiswahili, because he reached class eight. His wife went as far as class three and she knows how to speak in Kiswahili, but not how to write in it. Furahisha is attending nursery school, and although in a tender age, she manages to read and write in Kiswahili. Definitely Korongo cannot write in Kiswahili, but he can speak in it fluently.

Ngoswe was born in Karunwa. During the Census in 1978 he was attending National Service at Buhemba Camp in Mara Region. Mwanaisha was born in Bagamoyo district, at a village nearby Bagamoyo town. She was enumerated in that village in the 1978 Census. All Ngoswe's children were born in Dar Es Salaam, in Temeke district, where Ngoswe and his family are now residing.

