



54999



UNITED NATIONS

ECONOMIC COMMISSION FOR AFRICA

STAFF TRAINING

MANUAL

FOR A POPULATION AND HOUSING CENSUS

Addis Ababa

June 1971

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I. INTRODUCTION

1. It is generally accepted that the training of staff for a population and housing census is an extremely important phase in the preparation of the census, since its success rests entirely in the hands of the staff. In addition to the statistical team responsible for managing the census, there are the field staff (enumerators, supervisors, and field officers), data processing staff, such as checkers of questionnaires, staff responsible for coding, and machine-operators. For these officials to perform their tasks, a very complex one, correctly, they must learn their duties well, in other words, they must know the contents of the census documents, the techniques used and must be familiar with the organization of the census.

2. Training census staff is not a simple matter. First of all, large numbers have to be trained, often the number of enumerators, supervisors and field staff is several thousand. ^{1/} Obviously training such a large number of people raises special problems, especially from the point of view of organizing the many courses which are necessary. There are also difficulties in finding qualified instructors for preparing and giving the courses.

3. Training takes on even more importance when one considers that more of the enumerators, supervisors, or field officers are statisticians and that they must all learn to interpret and carry out a census programme prepared by statisticians. In most cases the data processing staff have not had experience in this type of work.

4. Apart from this technical aspect, numerous social factors may exert considerable influence on the work of the enumerators, e.g. social class, standard of education, profession, religion etc. since they work in direct contact with a population which exhibiting different characteristics, different customs and reacting differently depending on the circumstances of the interview.

5. All these problems referred to briefly in the preceding paragraphs, suffice to highlight the importance and complexity of training staff for carrying out a population and housing census.

6. Certain general papers on census problems deal with the major principles of staff training, e.g.

- (a) ECA "Manual on Demographic Research in Developing Countries", Seminar on population problems in Africa, 29 October - 10 November 1962, Cairo, United Arab Republic.

^{1/} A country having a population of 10 million inhabitants will need approximately 20,000 enumerators, 4,000 field officers and 400 supervisors (reserve staff are not included) if the census is to be completed in a week. Even if the work were to cover a month, several thousand enumerators and several hundred field officers would be needed.

- (b) ECLA "The Enumeration", Seminar on the organization and conduct of population and housing censuses for Latin America, Santiago, Chile, 20 - 31 May 1968. (ST/ECLA/Conf.32/L/7 paragraphs 18 to 34).
- (c) ECA, "Planning a population and housing census", Seminar on Organization and conduct of Censuses of Population and Housing, Addis Ababa, 17-29 June 1968 (E/CN.14/CPH/18, paragraphs 99 and 100).

7. In spite of the varied and important information on staff training to be found in these documents, all the problems are not dealt with in enough detail so as to provide a suitable and complete guide for census authorities. ^{1/} The aim of this document is to complete the information available on this subject.

II. TRAINING COURSES

A. General Information

8. A Housing and Population census is made up of different operations, therefore, different types of training courses have to be organized. Normally, there are two major operations, the preparatory work and the actual census (enumeration and the interviews) on one hand, and data processing on the other. Two large training groups must, therefore, be organized.

9. The two large training groups only represent a basic division, each one is further divided into other training courses. For example, in the case of mapping personnel responsible for establishing the enumeration districts and identifying census units, it is obviously an advantage to train these staff separately. In the case of field staff (enumerators, field officers and supervisors, etc;) several training courses based on their special tasks must be organized. Similarly for data processing staff including, checkers, coders and machine operators.

10. The difference between the two major training groups is not only one of programme, but also one of size, seeing that field staff are much more numerous than those responsible for data processing. It

^{1/} Useful information on staff training is to be found in the following publications: Manual on training of Statistical Personnel at the primary and intermediate levels - Economic Commission for Asia and the Far East, Bangkok, Thailand, United Nations, New York 1963. Supplement to the Manual on Training Statistical Personnel at the Primary and Intermediate Levels, Training Notes and Exercises, Economic Commission for Asia and the Far East, Bangkok, Thailand, United Nations, New York, 1964.

has already been pointed out, that the large number of field staff required raises special problems, ^{1/} particularly in the organization of the numerous training courses necessary, and also from the point of view of finding the large number of instructors required for the organization and conduct of the training courses.

11. The breakdown of census operations is not the only criterion in deciding the organization of the training courses. The size and structure of the census office is also a factor to be taken into consideration. For a better understanding of the organization of the different types of training courses, a few details concerning census offices should be given. The structure of the census office is obviously linked to this type of operation, but even more so, their organization depends on the size of the population to be enumerated, the method chosen for carrying out the census, and the country's administrative structure.

12. But whatever local conditions may be, a census office will have three departments: the Head Office, provincial offices, and field staff (enumerators, field officers and supervisors).

13. Census offices are assisted in their work by census commissions or committees which act in an advisory capacity, they are made up of representatives of bodies from both the public and private sectors. These commissions or committees are also organized at different levels (national, provincial and local).

14. Because of the size of the staff taking part in the census, it is impossible to find enough qualified statisticians to act as instructors. Therefore, the instructors themselves have to be thoroughly trained if they are to be able afterwards to ensure the training of other members of the staff. Of course, this can only be carried out in stages.

15. The factors mentioned in the preceding paragraph, namely, the different operations of the census, the size and structure of the census office, the large number of persons to be trained also the lack of qualified staff for the organization and conduct of training, is responsible for the hierarchical structure of the training courses for field staff. The structure of these course takes the form of a pyramid: Technical and administrative instructions are given from higher to lower levels, and the staff in the lower levels being more numerous. The factors mentioned above are also affecting the time factor in training. The staggering of courses is connected in principle to the hierarchical structure of the training courses, that is to

^{1/} For further details on the size of census staff, cf. Structure and Size of African Census Organization and Estimation of Census Costs, ECA, Addis-Ababa, June 1968 (E/CN.14/CPH/10).

say that training of the census staff begins at the top of the pyramid, with the senior staff and goes down in turn until it reaches the enumerators.

16. Taking into account the most important factors in its organization, the main types of courses are the following:

- (a) Training of field staff;
Training of the Head Office staff;
Training of regional and local office staff;
Training of staff for preparing lists of villages (or localities), the demarcation of census districts, and the preparation of sketch maps of the districts;
Training of supervisors;
Training of field officers and enumerators.
- (b) Training of data processing staff at different levels, i.e. checking, editing, coding, and supervision of data processing, and staff for manual processing of data (e.g. some tables are prepared manually);
Training of operators for data processing machinery, each category of operator receiving special training.

The problem here is one of training a numerous staff and some specialized tasks necessarily require specialized training. For, example, the cartographers, staff for carrying out the pilot survey; those required for checking the results etc...

B. Training of field staff

(a) Training of Head Office staff

17. Detailed and thorough training is required for the staff of the Census Head Office. This training should be geared to the needs of professional and semi-professional staff at the Head Office who will be responsible for carrying out the census for the whole territory. The members of this staff are primarily statisticians, but if they are insufficient in number, suitable qualified senior staff from other government departments, may be used. Their number is limited, but should not be less than 8 or 10, even if the census concerns a small population.

18. The members of this office are jointly responsible for the carrying out of the census, but some of them are also severally responsible for its implementation in one or more divisions of the country.

19. It cannot be over-emphasized that these officers must have a perfect and detailed knowledge of the organization, operations, methods

and techniques of census work. Moreover, they must learn the methods and techniques of organizing training courses seeing that they are responsible for the training of the other staff members. In some countries, the training of Head Office staff is not given enough attention. Often, it is the professionals themselves who are opposed to this training, in the belief that their standard of education and professional experience is such that by studying the texts and manuals they will be able to learn and understand the methods of census taking and thus dispense with the need for any systematic training. That's why in practice only a few meetings are arranged for these officials, during which documents are distributed and census work is described in outline. Such practice is hardly a guarantee of success.

20. A population and housing census is such a complex and difficult operation, that even the demographic statisticians responsible for preparing the project often encounter serious problems and realize that they can never be too careful or meticulous in establishing the techniques or methods to be used in their work. Others face even more serious problems even specialists of other branches of statistics are not familiar with all the operations and techniques of population census which, moreover, varies from one census to another. Therefore, it is indispensable that the staff of the census head office follow a detailed training course.

21. Briefly, the programme for a training course for head office staff should include the following items:

- (i) Basic information: the importance and necessity of censuses; previous censuses carried out in the country; the legal authority for the census, confidentiality of information; purpose of the present census; international recommendations; the census calendar.
- (ii) Census units: compounds etc.; houses, dwelling units, appartments, households, families, inhabitants.
- (iii) Organization of the census: Census offices and commissions (committees), Staff and their duties; recruitment, selection and training of field staff.
- (iv) Publicity: the different sections of the public to be reached, advertisement (written, oral, and visual); the media.
- (v) Organization and preparatory work: geographical and administrative division of the country; other important divisions (economic, ethnic, traditional, etc.); cartographic work, lists of villages and districts, lists of houses; census districts, identification and demarcation; identification of units; numbering of houses; use of maps;

preparation of sketch maps for the use of the enumerators; importance of these tasks and these documents for the success of the census and other uses (their utility to other administrative services).

- (vi) Census method: the period (the time of enumeration); the date of enumeration; the place (de facto and de jure population); the role of sampling (if this method is combined with the census); questionnaire; other documents (summary sheets, checking slip, etc.); manuals (for the organizers, supervisors, field officers, enumerators); registers (for keeping records etc.); files (of districts, villages, areas and towns, etc.).
- (vii) Specification and definition of the objects of the census: for housing (kind of buildings and apartments, number and characteristics of the occupants); for the population (geographical characteristics; personal characteristics, household characteristics; economic characteristics).
- (viii) Trial census (pilot survey): objectives; organization; method.
- (ix) Rights and obligations of staff during and after the Census (enumerators, field officers and supervisors): the importance of their work and their responsibilities; interviewing techniques and factors likely to affect them (principles concerning the interview; how to ask questions and record the answers; behaviour of enumerators with regard to different sections of the public; how to establish contact with the population and ensure their collaboration).
- (x) Organization and conduct of training courses: the principle of training; material to be used; the different types of courses.
- (xi) Administrative and budgetary management: the budget of the census and control of expenses; premises; ordering of equipment and printed matter; distribution of forms; manuals and other material; procedure for transport of staff; system of payment; the various reports (progress reports on the different operations and activities; expense reports, etc.).

22. The training course for members of the head office is usually organized in two parts, sometimes three. The first takes place before the enumeration and consists mainly of organization and administration of the census, that is to say, paragraphs (i) to (v) and (xi), which should be studied in detail. The other chapters should be studied only in outline. The second part should be held about four or six

months before enumeration and should bear mainly on paragraphs (vi) to (x). The content of the other paragraphs should not be neglected and revision is indispensable. The duration of the course should be at least 10 working days (for each part). Given that the number of participants is rather limited, rarely exceeding thirty, the course may be organized for a single group.

23. In addition to the census head office there is always a central commission (committee). This commission is made up of senior officials and representatives of the most important institutions of the country, for example, the representatives of the ministries (Home Affairs, Planning, Economic Affairs, Finance, Health, Education, Labour and Social Affairs), the University, etc.. The role of this commission is to ensure the completion of the census, by committing the whole government machinery and the country's institutions to an effort to see that the census is carried out in accordance with the set programme. The members of the commission meet when the census is being prepared, bearing in mind that the work must be carried out. Obviously the members must be familiar with the general principles of the organization of a census, but no training courses are organized for them. Nevertheless, representatives of the census head office should be ready to supply all the information necessary during the commission's meetings.

(b) Training of field staff for regional and local offices

24. This training is intended for staff responsible for the regional organization and administration of the census. They are primarily staff of the regional and local census offices as well as members of the regional and local commissions or committees who exercise executive functions. They do not act in an advisory capacity and therefore do not need the detailed training required by the field staff.

25. In the course programme, the accent should be placed on the methods of organization and administration of the census, these should be dealt with in detail. The methodology and the techniques of census work must be dealt with in outline, bearing in mind that a number of participants are often called upon to act as supervisors, and for them more detailed training is required at a later stage. The training programme will, therefore, give greater attention to paragraphs (i) to (v) and (xi) mentioned in paragraph 21; four (4) days should be envisaged for these subjects. Two days will suffice for the remainder of the programme, since, as we have already seen, for supervisor training these matters will have to be dealt with in detail and some of the staff of the regional and local offices certainly will have to undergo this training.

26. The training of the staff of regional and local offices is usually organized in a few centres, but, they may also be centralized in one place. The representatives of the regional and local offices may afterwards organize the same type of training for other members of their offices as well as for members of the regional or local committees (commissions).

27. The first system, that of organizing courses in several centres offers the advantage of providing sound training for all the participants by members of the census head office, those most competent to do so. In addition, under this system, maximum uniformity in execution is assured.

- (c) Training of staff responsible. for drawing up lists of villages (or districts), for the demarcation of census districts and for preparing sketch maps of the districts

28. Local administration staff are normally used for drawing up the lists of villages, establishing demarcation lines for the census districts, and for preparing the sketch maps of the districts, for they are familiar with conditions in the field. Assistance and supervision should be provided by members of the census offices.

29. The tasks enumerated in the preceding paragraph require a long period for their execution. Therefore, they should be begun, at the latest, a year before the census so that they be completed 2 to 3 months before the enumeration stage, but in any case, before the training of enumerators and field officers.

30. It is recommended that the training of the staff responsible for the preparatory work be carried out by the members of the census head office which, in addition to guaranteeing uniformity, is very often the only body able to carry out this task, because at the preparatory stage, the regional and local offices have not yet been firmly established.

31. The training course should cover the following items:

- (i) Basic information: the importance and necessity of censuses; previous censuses held in the country; legal basis for census.
- (ii) Census units: compounds, houses, lodgings, apartments, households, families, inhabitants.
- (iii) Census offices and commissions (committees).
- (iv) The organization of preparatory work: the geographic and administrative division of the country; other important divisions (economic, ethnic, traditional, etc.); cartographic work; lists of villages and districts; lists of houses; census constituencies, their identification and demarcation; identification of units; the numbering of houses; the use of maps; preparation of sketch maps for the use of enumerators; the importance of these tasks, and these documents for the success of the census and other needs (their utility to other administrative services).

(v) the census calendar.

32. The duration of the course should be about six working days, at least half of which should be spent on practical work and exercises.

(d) Training of supervisors

33. Supervisors are in charge of a certain number of field officers and enumerators and are responsible for the implementation of the census in a specific region of the country. For example, frequently during a census, one supervisor is in charge of five field officers, and each field officer is in charge of five enumerators. Therefore, if the census is to last two weeks and each enumerator is to interview 1,000 persons during that period, the responsibility of a supervisor covers a region of approximately 25,000 people.

34. Courses may be organized in such a way that field officers also may participate, they should, however, have a few extra days before hand to prepare them for their special tasks. In practice, another method of training which is often used, is that of training supervisors only, who afterwards, organize the training courses for field officers and enumerators. This alternative certainly offers more advantages, because owing to the lack of qualified instructors it is easier to train a limited number of supervisors.

35. The training course for supervisors must be detailed and thorough; it should be similar to that organized for the members of the census head office (ref; para. 21), excluding certain preparatory work, which at this stage is in most cases almost completed in the field, unless the supervisor has been made responsible for verifying the implementation of the preparatory work.

36. Because of the limited number of supervisors, the groups in the courses will be limited as well. For example, in a country of 5 million inhabitants, supposing the work load of enumerators is as stated in paragraph 33, the number of staff, would be 2000 supervisors, 1,000 field officers and 5,000 enumerators (to this figure should be added a reserve of 5 per cent). Therefore, for 200 supervisors seven groups of trainees should be organized, each group having about 30 persons.

37. As far as the duration of the course is concerned, it should not be shorter than two weeks. A three-week training period is the only guarantee of success. It should be relatively easy to organize these courses, which in the example given could be handled by 14 instructors (two instructors per group).

38. For training supervisors, it is recommended that instructors be recruited from among the members of the census head office first, this is important if the training is to be a success. Supervisors must have a thorough knowledge of their job, and their training must be assured by the best instructors.

(e) Training of field officers and enumerators

39. The field officers are not only responsible for planning the enumerators work in the field, but also for the quality of their work, in other words they are team-leaders. In practice, the teams have from three to seven enumerators, depending on the number available and the degree of dispersion of the population (or housing) in the field.

40. Field officers and enumerators may be trained separately, but this method is costly, on account of the many training courses which will have to be organized, first for the field officers and then an even greater number for the enumerators. In the example given previously, a country of 5 million people, 35 to 40 groups for field officer training courses will have to be organized and 160 to 180 groups for enumerators. Obviously, the problems of organization, transport, etc., will be multiplied.

41. There are also technical advantages in organizing common training courses for both field officers and enumerators and in making the supervisors responsible for these courses. First of all, field officers should be selected after the training courses and not before. Post training selection offers the supervisors the possibility of choosing the best of the groups and making them field officers. Selection prior to training can be revised on the basis of the results of the training, but this is not desirable since it is likely to create dissatisfaction.

42. The common training of both the field officers and enumerators allows each field officer to know in advance, the qualities, the aptitudes and behaviour of the enumerators. This is not only necessary but also indispensable if he is to carry out his task effectively.

43. In some countries, field officers are trained first, and they in turn train the enumerators. It seems that groups of three to seven enumerators are too small to allow a fruitful exchange of ideas, and worse the training of a small group by one field officer lacks all the advantages of training by a team of instructors (cf. para. 65).

44. The training programme for field officers and enumerators should contain the following elements:

- (i) Introduction: importance and necessity of censuses; previous censuses held in the country; legal basis for the census, international recommendations; confidentiality of information.
- (ii) Census units (compounds, houses, lodgings, households, families, inhabitants) and their characteristics (number of rooms, sex, age, etc.).
- (iii) Organization of field work; census districts; lists of villages etc.; use of maps and sketch maps; numbering of houses, etc...

- (iv) Method of carrying out the census; questionnaires; manuals; other documents.
- (v) Interviewing techniques; factors affecting these techniques.
- (vi) Rights and obligations of enumerators, field officers and supervisors during and after the census; the importance of their work and their responsibilities.
- (vii) Administrative and budgetary questions.

45. If sample inquiries have been carried out for the census, it is worthwhile remembering that in Africa sampling is mainly used:

- In place of the census in some regions of a country where complete enumeration appears to be impossible, for example, in the case of nomadic population.
- At the same time as the census; to get a sample, a more detailed questionnaire is used while for the rest of the country (especially the rural areas) a simpler form is used.
- As a tool for checking the results of the census.

Sampling can be used for the pilot survey, which is carried out before the census. Staff training should be adapted to the main uses of sampling and also to the technique of choosing the sample.

46. The training period for field officers and enumerators is about four weeks depending on the number of items appearing on the questionnaire and their complexity.

47. For the field officers, there should be an additional three days for explaining their duties and their responsibilities, which are usually the following: allocation of area of operation to the enumerators; checking their work (general control, control of coverage, systematic check of questionnaires); keeping the accounts up to date; collection and transmission of documents; contact with supervisors and regional or local census offices; financial and administrative management; preliminary processing and preliminary totals.

48. Nevertheless, the organization proposed in the preceding paragraphs may be modified in the light of sampling operations which may be combined with the census. In such a case, special training courses should be held for those supervisors, field officers, and enumerators who will be responsible for carrying on the sampling (before, during and after the census).

C. Staff training for counting and data processing

49. The training of staff for preliminary and final data processing does not raise as many problems as that of training field staff. In the first place, the number of this staff is limited, rarely exceeding a few hundred. Secondly, preliminary processing is carried in the census offices, the work can therefore be controlled effectively. In addition, the staff for the preliminary processing is usually recruited from among the field officers and enumerators, mainly for the initial work, checking the questionnaires, preparing the first results and for coding. The same source is sometimes used for providing machine operators, especially punch operators, and those for operating the sorting, copying and other relatively simple machines.

(a) Training of staff for coding and checking questionnaires

50. Checking (control, critical examination) questionnaires and coding are two different operations but there are some advantages in holding one training course for the staff responsible for these two operations. In fact, the two operations are often carried out by the same staff, in one step, the checking immediately followed by the coding, or after the checking of all the questionnaires, then going on to the coding. Moreover, those responsible for the coding ought to be familiar the checking procedure, for at the coding stage one very often finds errors due to faulty checking. Therefore, one must know how and when to correct the questionnaire. There are, however certain cases when it may be considered useful to keep the training of staff for checking and coding separate.

51. For coding and checking operations special instructions or manuals should be drafted and studied carefully. The training programme should cover all the census operations (in outline) but particular attention should be paid to the census units and to the manner of filling out the questionnaire. Next, the part of the programme dealing with checking procedure, includes a critical examination of the questionnaires (missing questionnaires, incomplete questionnaires, incorrect answers and unacceptable ones); the way to complete questionnaires and correct incorrect answers, the recording of incorrect cases on the checking slip. The part of the programme dealing with coding covers the principle systems of coding; the system in use; coding sheets and the codes; the procedure for correcting answers at the coding stage; systems of data processing (in outline).

52. The length of this type of training will vary according to whether the field staff (supervisors, field officers, enumerators) is responsible for checking and coding operations. In the first case, that part of the programme concerning the whole of the census operations, units and their characteristics, as well as the method of filling out the questionnaires should be no more than mere repetition, the

attention of the participants being drawn specifically to the errors found by the field officers when the census was carried out. As for that part concerning the checking and coding, the practical work on the original questionnaires is of prime importance in the training, and training should last until this type of error is reduced to the minimum. Of course, a check on the verification and the coding is necessary for this, this is also an integral part of the training. Consequently, whenever the field staff is also responsible for the checking and coding operations, the length of the course could be limited to about a week. On the other hand, if staff other than those taking part in the census, (who are not familiar with the census procedure) the training period should be extended by a week, that is, a total of 15 days.

53. Checking and coding operations are often centralized, taking place in the same building under the supervision of statisticians from the statistical department. That is why it is easy to organize this type of training. ^{1/}

(b) Training of other data processing staff

54. Two more groups of training courses are mentioned in paragraph 16, namely, the training of staff responsible for establishing the first results and those responsible for manual data processing, and those responsible for mechanical data processing. It is as difficult to give definite lines on which this course should be run, as it is to specify the time it should run, the reason being that there is a wide range of operations involved, many of which are highly specialized and only concern a very small group. Nevertheless, it would be worthwhile applying the principles and instructions contained in this manual, concerning the organization and conduct of other training courses.

III. ORGANIZATION AND CONDUCT OF TRAINING COURSES

55. The principles of the organization and conduct of staff training courses are applicable to all courses referred to in chapter II. However, emphasis is placed on the organization and conduct of training courses for field staff. The reason for this is that their training is more difficult and complex to carry out, because of their large number. This necessitates a large number of courses, spread out both in time and space (cf. para. 15 and 49).

^{1/} It should be pointed out that by using computers, the work of checking questionnaires can be reduced considerably, therefore, the training of staff to carry out manual checking can be adjusted accordingly. Further more, in cases where the coding is effected directly on the questionnaire by the enumerators, the programme and their training should include instruction on these procedures.

A. Qualifications required of instructors

56. The organization and conduct of training courses should be entrusted only to those having the necessary qualifications to carry out this task successfully. The qualifications required are the following:

- (a) Intellectual requirements - a standard of education which allows thorough assimilation of all problems associated with a census;
- (b) Ability to organize and direct the course for several days, establish and maintain discipline within a large group of trainees, and see that training is in accordance with the established programme;
- (c) Teaching ability and at least familiarity with certain basic teaching methods, namely, ability to present the subject matter in a vivid and attractive way instead of relying entirely on reading the manuals; ability to make profitable use of important teaching media; ability to conduct the courses in such a way as to ensure that the trainees acquire thorough knowledge of the subject matter and are competent to carry out their tasks and implement the techniques acquired;
- (d) Physical requirements, good health and the physical stamina necessary to meet the requirements of the job. They must also have a strong speaking voice and be able to speak clearly.

57. These requirements show that good professional ability in statistics is not sufficient to be successful as an instructor. In many cases highly trained statisticians perfectly acquainted with all the problems associated with census work, are unable to transfer their knowledge to the trainees. Training carried out by such instructors is usually inferior to that carried out by non-statisticians, who can stimulate the interest of the trainees and transfer the required knowledge.

58. All of these conditions must be taken into consideration when selecting instructors, and it is recommended that other subjective criteria should not be used in selection. In practice, it is of

course difficult to find the necessary number of instructors who meet all the requirements, but it is just to meet this contingency that the persons selected for this task should learn the organization and conduct of training courses, and it is with this in mind that training for them was planned, and this manual prepared.

B. Number of Instructors

59. Training courses should be run by at least two instructors. In no circumstances should the course be the sole responsibility of any one person, for the following reasons:

- (a) Running a training course requires a great deal of concentration and tremendous effort. If there is only one instructor, he will tire quickly and be unable to carry out his task properly.
- (b) Explanations given by one person become monotonous and tiring for the trainees, particularly if the sessions are long. As a result, their degree of concentration and attentiveness is considerably reduced and they fail to assimilate the entire programme.
- (c) The presence of two instructors is a guarantee of the completion of the training programme, even if one of the instructors is forced, for valid reasons, to be absent. With one instructor, in case of absence, the course will have to be postponed. Such postponement is not only a problem in itself, but fitting in a replacement course in the limited time available is often before the census begins impossible. The solution of having a substitute is highly dangerous, for he may neither meet the requirements nor have the required knowledge.
- (d) A single instructor cannot give close attention to, or check the progress of all the trainees, without which the success of the course is compromised. For a single instructor to carry out his task conscientiously the course will have to be organized over a longer period of time, which would mean additional cost. The time available would not permit such an extension, because experience has shown, that the whole census calendar would have to be changed.
- (e) Finally, if there is only one instructor, he would be unable to consult other competent persons on problems which are not always properly explained in the manual, or which, because of special local conditions require special interpretation.

C. Duties of instructors and the division
of their tasks

60. As mentioned before (cf. para. 59) two instructors should be the minimum for running a training course. Running the courses, collaboration and the division of tasks should be organized in the following manner:

- (a) One instructor should be responsible for problems of organization. Of course, he will not carry out all the aspects of organization alone (cf. para. 61) and he may entrust certain tasks to other instructors; but this should be the responsibility of a single instructor. The one who wields the greatest authority, and has the greatest experience in adult education should be given this responsibility.
- (b) Each instructor should be capable of running and teaching any one of the courses - theory, practical exercises, tests and examinations. The time-table should be such that no instructor is forced to take more than two hours (theory and practical) running. Therefore, the instructors should work a shift system.
- (c) Each instructor should also be able, in case of need, to run the entire course and should be able at any time to take over any part of the programme. Therefore, each instructor should have equal standing from the point of view of running the course and none should be considered the assistant of another.
- (d) All the instructors are responsible for the success of the course, they must ensure that the trainees have all assimilated the full programme and are capable of performing their duties.

D. Duties of instructors responsible for
the organization of the course

61. The instructor responsible for the organization of the course must:

- (a) Ensure that all preparations have been made, namely: classrooms and equipment (tables, chairs, lighting, hygienic facilities, coat-racks etc.); census documents, forms, manuals, maps, etc. in sufficient number for the trainees; teaching tools for demonstration purposes, e.g. blackboards, chalk, dusters; blown-up specimen forms; boards bearing reproductions of the main elements of the manuals; exercises for practical work; tests and examination subjects.

- (b) Division between himself and the other instructors of the tasks concerning the syllabus for the training course: organization and teaching in accordance with the different parts of the syllabus which have to be covered and carried out in turn by the instructors.
- (c) Ensure that all the trainees are present at the courses, in addition to the reserve number required.
- (d) See that the trainees are suitably grouped around the instructor in class.
- (e) Personally introduce oneself and the other instructors to the trainees.
- (f) Inform the trainees at the beginning of the course of:
 - the time-table
 - the programme and the method of training
 - the need for discipline and sanctions for absenteeism
- (g) Have within reach the "Instructor's register" and record regularly and daily the attendance of the trainees, with notes on punctuality. Keep progress reports, noting the results of practical exercises and tests and the final examination.
- (h) Give the courses in accordance with the established programme and time-table.
- (i) Ensure that the trainees have thoroughly assimilated the programme.
- (j) Organize special courses for those who were unable to follow the whole course, and for those whose knowledge of the syllabus is inadequate.
- (k) Report regularly to those in charge of the census on the important problems which arise during the training courses.
- (l) Present a final report immediately at the end of the course together with a list of the trainees, mentioning those who have thoroughly assimilated the programme, those who should be eliminated and those who should be kept in reserve.

E. The classroom and its equipment

62. In order that the trainees may be comfortable in the classes, suitable accommodation should be found. The room should be well lit and ventilated and hygienic facilities should be nearby. It should not be located near a source of noise or activity which could distract

the trainees. Tables, high enough to facilitate easy handling of the working documents and the taking of notes, are necessary. Certain details, considered minor, are often forgotten, e.g. ashtrays, coat-racks, etc.. The lack of these objects sometimes cause unnecessary inconvenience. The preparation of small cards bearing the names of the trainees must not be forgotten, they ought to be placed on each table in order to facilitate communication between the instructors and the trainees, and between the trainees themselves.

F. Number of trainees

63. In order to ensure efficient teaching, the number of trainees in each class should be limited. The ideal number is about twenty, individual attention by the instructors is thus assured. Nevertheless, it is rather difficult in practice to limit the classes to this size, neither are there sufficient instructors nor class-rooms available. An increase in the number is often inevitable; the maximum should be between 40 and 45, but should under no circumstances exceed 50. Beyond this figure, the success of the training would be seriously compromised.

64. Experience has shown that it is extremely difficult to supervise the work of more than 40 or 45 trainees. Whenever for material reasons, one is forced to increase classes to 50 or more, the results have not been satisfactory and the instructors have been seriously handicapped in doing their job. When the class-rooms have been rather large, only those trainees close to the instructor paid close attention. Others, often held discussions between themselves thus disturbing their neighbours. In such conditions, it is obviously difficult to ensure discipline in the class. When the classroom was too small, work was almost impossible due to lack of space. It should, therefore, be borne in mind that the trainees should have sufficient space to take notes and handle the different documents.

65. A very small class (less than 10) also causes problems, for discussions; exchange of experience and the practical exercises are not as fruitful as they would be with a greater number. Training for 5 or 10 trainees is not normally provided except in the case of field officers, responsible for training enumerators, who are limited in number. In order to avoid the above-mentioned problems, it is recommended that at least two field officers hold classes in the same room.

G. Seating of trainees in class

66. The trainees should be seated around the instructor so that they can hear and understand what he says, and read the demonstration material used (blackboard, blown-up specimen forms, boards, maps, etc.). It often happens that these factors are overlooked and trainees are placed too far away to hear and see properly. It must not be forgotten

that certain people prefer to sit at the back so as not to attract too much attention. It is up to the instructor to ensure suitable seating for the trainees.

67. Trainees should be warned that they should not change places without the authorization of the instructor, in order to facilitate the task of the instructors who can get to know them better and follow their progress more closely.

H. Discipline

68. At the beginning of this document, it was pointed out that the training was aimed at getting the trainees to assimilate the full programme. Because of the complexity of the programme and the time element (time is often insufficient), it is absolutely necessary that the trainees attend all the courses, so as to assimilate completely the instructor's lectures, and they should be present at all discussions since they are important if those parts of the programme which are not sufficiently explained in the manuals are to be understood. It is equally indispensable that the trainees participate in all the practical exercises, in order to learn the correct procedures and become familiar with the more common errors. For this reason, it is most important to ensure strict discipline as to punctuality and attendance, too often ignored by trainees. Even when supplementary courses can be organized for the trainees who have missed some parts of the programme, it is impossible to reproduce all the discussions and all the comments made by the trainees, and they are often very important. Therefore, the continued presence of the trainees is imperative and the sine qua non of the success of the course.

69. For the instructors to know whether the trainees are present or absent they must record in the "Instructor's register" the attendance daily, and punctuality both in the morning and in the afternoon. By means of this check, the instructor can identify indisciplined trainees who must definitely be expelled from the course. It is often forgotten that indisciplined members set their companions a bad example and, what is even more serious, will be unable to carry out their tasks properly even if they pass the tests. Therefore one should not be indulgent with them, for this could provoke unfortunate results in the work they will be called upon to do later.

I. Period of training

70. The period of training depends on the type of course, that is to say on the category of staff for which it is intended. In paragraph 16 several types of training were mentioned and the period for each one will vary. In practice, the period of training depends as well on other factors: the complexity of the census, standard of the trainees, time available, etc...

71. Usually, with a seven-hour day, all the courses last from one week to a month. It is strongly recommended that the training be carried out daily, for a fixed period. The results are not as good if training is provided for a few days per week; this draws out the length of the course and previous work is often forgotten and has to be repeated. In brief, this type of training does not give the impression of being systematic, condensed, and efficient. But, any duration may be fixed for the course, provided that the main principle is not overlooked, namely, that it should be long enough to permit the assimilation of the syllabus.

J. Training programme

72. In paragraph 67 of the document entitled "Principles and recommendations for the 1970 population censuses" (United Nations, Statistical Papers, series M no. 44), it is pointed out that "such training should correspond closely to the needs of the various operations and, where appropriate, may include both theoretical and practical instruction".

73. This is a basic recommendation which has always been respected, but applied in different ways. In practice, the programmes are divided into three main parts:

- Theoretical courses in class
- Practical instruction first in class, and later in the field
- Examination (final test).

Of course, some tests may be included in each of the first two parts mentioned above, followed by the final examination.

K. Preparation of instructors

74. In sub-paragraph c) of paragraph 69 above, it was mentioned that the instructors should all be able to take charge of the course individually, and if necessary be responsible for any part of the programme. It is clear that to do this, the instructors need sound preparation. This preparation which is indispensable for success, consists primarily of a perfect knowledge of the techniques and tools (forms, manuals, etc.) of census operations as well as a knowledge of the staff training manual where one exists. Secondly, instructors must prepare each course, they must revise the subjects or the practical exercises to be given, with reference to the forms, manuals and other documents. In doing this, the instructors must take notes on the main points of the subject in question, the teaching methods to be used (cf. para. 78) and the examples to be drawn. They must, of course, also prepare subjects for discussion and draft the questions they intend to put.

75. In paragraph 56 of this document, it was pointed out that instructors should possess teaching ability and know at least some basic teaching

methods. It is, of course impossible in practice to have all the instructors take a course in teaching, but it would be worthwhile having the principal organizers of the census consult a teachers training college in their country. It would also serve some purpose to organize a few meetings in which they could be taught a few elementary methods and how to use them. Naturally, this will depend on the prevailing conditions in the country.

76. We have already given numerous details which ought to complete the information available on training, especially from the teacher's point of view, but it would nevertheless be worthwhile to follow the suggestions in the preceding paragraph.

L. Courses in class

77. Courses in class consist of:

- Lectures by the instructors
- Reading of manuals
- Discussion
- Practical exercises

Each course should be about 45 to 60 minutes long, and an instructor should not give more than two consecutive courses.

78. Between each course there should be a break of 5 to 20 minutes, the degree of fatigue is usually highest after several theoretical courses. Experience shows that courses lasting two hours or more are no exception, this inevitably leads to a wavering of attention among the trainees and proves exhausting for the instructor. Breaks and their duration are shown in appendix I (time-table). During a seven-hour working day, the time allotted to breaks should not exceed one hour.

(a) Lectures

79. The lectures given by the instructors are the fundamental aspects of the course and provide the trainees the explanations necessary for carrying out the census. In giving these lectures, one should first of all respect the principles mentioned in sub-paragraph b) of paragraph 60 in which it is pointed out that the instructors should use a shift system. Another important principle is that instructors should not limit their lectures to the mere reading of the manual. Lectures do not consist of reading paragraph by paragraph, and must steer away from the written text. Of course, instructors may read certain passages to illustrate certain points in their lectures, and in certain cases partial reading of the manuals is a means of varying the teaching technique. Lectures should follow the order of the manual and the omissions of certain paragraphs to be referred to later must be

avoided. It is not recommended that the content of the manuals be explained in detail; it is better to get to the heart of the subject. Trainees will always have the opportunity of studying the details as well as special cases during the reading sessions and during discussions.

80. Trainees should be prevented from referring to various documents during lectures. Whenever certain trainees leaf through their documents, they cannot follow the lecture and besides, are a source of annoyance to the instructor.

81. Special sessions should be set aside for discussion and trainees should restrain themselves from asking questions during lectures, except where explanations seem vague or need elaboration (cf. details on discussions in paragraphs 88 and 89).

82. During lectures different visual teaching methods may be used, especially the following:

- Blown-up specimen census forms (e.g. size 1/1) which can be exhibited and seen by all the trainees.
- Boards on which the principle elements of the census can be shown (purpose, methods, definition, classification, etc.); on these boards the print is also enlarged; a set of 10 to 15 boards is useful.
- the blackboard.

83. A combination of these visual teaching methods is extremely useful and makes it much easier both for the instructor to perform his job and for the trainees to understand. The boards and blown-up specimen forms hold attention well, and simplify the instructors' task by saving time. Moreover they act as memoranda. Instructors frequently write the heading of the form on the blackboard. That takes time, the sketch is usually incorrect and unattractive, instructors often have to erase parts of their sketch during lectures, etc... All these difficulties can be avoided if the blown-up specimen forms are used as well as the boards on which the main elements of the census are printed.

84. The blackboard should be used to complete the lecture together with the blown-up specimen forms and boards. For example the explanations on how to fill in certain columns in the questionnaire, correct and incorrect answers, examples on the logical connexion between certain answers, etc., should be demonstrated on the blackboard. It should be observed that instructors do not use it often enough to support their explanations and often neglect this means altogether. This is explained by the difficulties that exclusive use of the blackboard as a visual means of education causes. They are many, especially if it is used to replace the blown-up specimen form and the boards. The result is that it is rejected completely.

(b) The reading of manuals

85. After each lecture, or at the maximum after two consecutive courses (provided they required one or two courses), a special session should be set aside for reading the manuals. The parts referring to the previous sessions must be read. This should be supervised by the instructor who indicates the paragraphs to be read. The reading should be done in silence. It is also helpful if the trainees note their comments while reading.

86. The main purpose of these reading sessions is to inform the trainees in detail on the subject dealt with in the instructors lecture. Reading can only be carried out efficiently if the participants are thoroughly familiar with the manuals, that is, the way in which the subject is presented. To emphasize the importance of reading it should be pointed out that experience has shown that enumerators await the census to look for the necessary explanations in the manuals. If they do not know them well, they will waste a lot of time searching for the required information, not to mention the bad impression it would give to the people being interviewed. Moreover, the advantage of compulsory reading is that it reduces the number of questions put by the trainees. Discussion can then be confined to the clarifications of certain explanations so that the trainees may be correctly informed. It is only in this way that the discussion becomes a useful element for both trainees and instructors.

87. In certain documents, it is recommended that the manuals be distributed to the trainees for study before the course begins. Although this procedure is useful, compulsory reading during training should be maintained because experience shows that trainees who study the manuals before the course begins are in the minority.

(c) The discussion

88. We have already gone into this subject in some detail in the preceding paragraphs. Nevertheless, it should be repeated that separate periods should be set aside for discussion. In addition to the arguments given above, it should be pointed out that if the trainees are aware that special discussion periods are planned, they are likely to prepare their comments and questions better. Especially, if during the reading of the manuals, they have ample time to note that which requires further explanation.

89. Instructors should encourage the trainees to speak by asking them questions. Asking questions is an excellent way to ensure the trainees' participation in the discussion and of checking their knowledge. The instructor should put his question to the group as a whole, allow time for reflection and then ask one for an answer. If the instructor puts his question directly to one of the trainees, the others will not pay as much attention to the answer.

(d) Practical exercises in class

90. It is perhaps superfluous to explain why practical exercises should form an integral part of the training. Two main types of exercises are recommended:

- Exercises on interviewing techniques.
- Exercises on the way in which to complete the different forms used for the census, particularly the questionnaires.

91. During the exercises on interviewing techniques the trainees should be shown how:

- to establish contact with the population.
- to explain the purpose of their visit.
- to ask questions bearing the fundamental principles in mind, i.e. keeping to the phrasing in the questionnaire and using the same order letting the questions seem to flow from the persons replies.
- to obtain additional information to ensure that answers are correct.

It must not be forgotten that enumerators find themselves in different situations which vary with the class of person interviewed, their profession or religion (of. para. 4).

92. There are different types of practical exercises which can be given in class, but first of all the instructor must show the trainees how to act when they visit households. Taking the part of an enumerator, the instructor should interview the trainees. The same exercise is repeated, this time with the trainees acting as enumerators and their colleagues the interviewed. It is recommended that mock interviews be practised in groups, each group under the control of an instructor. Thus, all the trainees will be assured adequate practice.

(e) Practical exercises in the field

93. Practical exercises in the field may begin by having the trainees complete, outside of courses, the questionnaires for one or two households. The information recorded may refer to the families of the trainees or those of friends. It is preferable not to use fictitious persons or characteristics for it will be more effective if concrete situations are submitted. The instructors should check all the questionnaires completed by the trainees and during a special session inform them of their errors.

94. The real field exercises consist of the following phase, which should be carried out as follows: trainees in small groups of three to five should visit households near to the training centre. They

should put their questions in turn, the others listening meanwhile and noting the answers and comments. When the census of a few households is completed, a session for critical examination in class should be organized, during which the comments on training will be gathered so that difficulties and special cases could be discussed.

95. Instructors should record in the "Instructor's register" the comments and results of the practical exercises for each trainee.

M. Tests and final examination

96. During training, the trainees may sit one or two tests and at the end of training they must take a written examination. These tests and the final examination must be set by the census head office in order to ensure uniformity for all the training courses. The purpose of the tests and final examination is manifold. In the first place, the tests and examination are an incentive to the trainees to make a greater effort to prepare themselves for the tasks ahead in the census. Moreover, by this means, the instructors will be able to judge the standard of the trainees and if necessary revise certain parts of the programme. In addition, the census authorities will also be able to judge the success of the instructor's work by the results. For all these reasons, the results of the tests and the final examination must be recorded in the "Instructor's register".

97. The final examination should not last more than two hours and should cover the most important subjects in the syllabus. The questions may be of two kinds: those which require descriptive answers, i.e. to which the reply must be a description; and those which require a definite answer, without any description. A variant of this kind of question is one for which several answers are given and the trainee has to indicate the correct one. Of course, the various types of questions may be combined, one part of the examination being reserved for descriptive answers and the other for definite answers. The same procedure may be applied to the tests. A very efficient type of test consists of completing questionnaires in advance, in which several errors have been deliberately introduced. The trainees to whom they are distributed must check and correct the replies. After correcting the papers (examination and tests) the instructor should be obliged to discuss the errors with the trainees.

N. Time-table

98. The time-table should be distributed to the trainees before the course begins. It should be prepared accurately and should indicate the length of each period, the subjects of each lecture, reading sessions, discussions, practical exercises and final examination. In addition, a period should be set aside each day for dealing with

miscellaneous problems, such as the personal or administrative problems of the trainees, and to provide them with the required information. A model time-table is provided in appendix I.

0. Instructor's manual

99. From the preceding, it seems that a detailed and precise training programme should be prepared before the training course begins. This programme prepared in booklet form and distributed to the census organizers and training instructors, would be a valuable guide which would help considerably in the efficient training of the staff. Not only would the booklet be a useful document for the organizers of a population and housing census, but it could serve as a reference for preparing similar booklets for future demographic research.

100. In certain African countries, manuals have already been prepared for the training of staff for population and housing censuses. Some of these documents have been shown in summary in appendixes II, III, IV and V and some examples have been given. It is important to point out that these documents and these examples are the results of an applied methodology within a given context, that is to say, the censuses of the countries concerned. It would be an error to consider these documents as models and apply them without making the necessary changes, given the methodology and techniques used.

APPENDIX I

Time Table

Training course for enumerators

(Model Training Programme Referred to in Paragraph 44)

I. First day - Monday

Morning

09:00 - 09:50	Introduction. Importance and necessity of census. Previous censuses and inquiries carried out in the country. Legal basis. International recommendations.
09:50 - 10:00	Break
10:00 - 10:50	Introduction (cont'd.)
10:50 - 11:15	Break
11:15 - 12:00	Discussion
12:00 - 12:10	Break
12:10 - 13:00	Miscellaneous: Administrative questions concerning the trainees, information etc.

After-noon

15:00 - 15:50	Census units and their characteristics
15:50 - 16:00	Break
16:00 - 16:50	Reading of the manuals
16:50 - 17:00	Break
17:00 - 18:00	Discussion

II. Second day - Tuesday

Morning

09:00 - 09:50	Census units (cont'd.)
09:50 - 10:00	Break
10:00 - 10:50	Census units (cont'd.)
10:50 - 11:15	Break
11:15 - 12:00	Reading of the manuals
12:00 - 12:10	Break
12:10 - 13:00	Discussion

After-noon

15:00 - 15:50	Census units (cont'd.)
15:50 - 16:00	Break
16:00 - 16:50	Census units (cont'd.)
16:50 - 17:00	Break
17:00 - 17:45	Reading of the manuals
17:45 - 18:00	Information for trainees

III. Third day - Wednesday

Morning

09:00 - 09:50	Discussion
09:50 - 10:00	Break
10:00 - 10:50	Census units (cont'd.)
10:50 - 11:15	Break
11:15 - 12:00	Reading of manuals
12:00 - 12:15	Break
12:15 - 13:00	Discussion

After-noon

15:00 - 15:50	Field organisation, census districts, lists of villages, geographical maps and sketch-maps.
15:50 - 16:00	Break
16:00 - 16:50	Field organisation (cont'd.)
16:50 - 17:00	Break
17:00 - 17:45	Reading of manuals
17:45 - 18:00	Briefing

IV. Fourth day - Thursday

Morning

09:00 - 09:50	Discussion
09:50 - 10:00	Break
10:00 - 10:50	Field organisation (cont'd.)
10:50 - 11:15	Break
11:15 - 12:00	Census method, forms, manuals other documents
12:00 - 12:15	Break
12:15 - 13:00	Method (cont'd.)

After-noon

15:00 - 15:50	Discussion of manual
15:50 - 16:00	Break
16:00 - 16:50	Discussion
16:50 - 17:00	Break
17:00 - 17:45	Briefing
17:45 - 18:00	Briefing

V. Fifth day - Friday

Morning

09:00 - 09:50	Interviewing technique
09:50 - 10:00	Break
10:00 - 10:50	Interviewing technique
10:50 - 11:15	Break
11:15 - 12:00	Reading of the manual

Afternoon

15:00 - 15:50 Discussion
15:50 - 16:00 Break
16:00 - 16:50 Discussion
16:50 - 17:00 Break
17:00 - 17:30 Briefing

VI. Sixth day - SaturdayMorning

09:00 - 09:50 Duties and rights of enumerators, field officers and supervisors during and after the census.
09:50 - 10:00 Break
10:00 - 10:50 Duties (cont'd.)
10:50 - 11:15 Break
11:15 - 12:00 Reading of manuals

After-noon

Free

VII. Seventh day - MondayMorning

09:00 - 09:50 Discussion
09:50 - 10:00 Break
10:00 - 10:50 Administration and Budgetary questions
10:50 - 11:15 Break
11:15 - 12:00 Reading of the manual
12:00 - 12:10 Break
12:10 - 13:00 Discussion

After-noon

15:00 - 15:50 Practical exercises in class
15:50 - 16:00 Break
16:00 - 16:50 Practical exercises in class
16:50 - 17:00 Break
17:00 - 17:45 Practical exercises in class
17:45 - 18:00 Information for the trainees

VIII. Eighth day - TuesdayMorning

08:00 - 12:00 Field work

After-noon

15:00 - 18:00 Field work

SUMMARY

12 days training with a total of 66 working hours distributed as follows:

Lectures (14 hrs.) +	
Reading (7 hrs. 50 mins.) +	
Discussion (9 hrs. 50 mins.)	31 hrs. 40 mins.
Practical exercises in class (2 hrs. 25 mins.) +	
" " " the field (11 hrs. 30 mins.) +	
Discussion of practical work (3 hrs. 55 mins.)	17 hrs. 50 mins.
Final exam. (2 hrs.) +	
Discussion of examination results (1 hr. 30 mins.) +	
Result of training (45 mins.)	4 hr. 15 mins.
Briefing of trainees and other matters	3 hr. 20 mins.
Breaks	8 hr. 55 mins.

The 31 hrs. 40 mins. of lectures, reading and discussion are spread over the subjects as follows:

Introduction	3 hrs. 15 mins.
Census units and their characteristics	10 hrs. 40 mins.
Organization of field work	4 hrs. 05 mins.
Census method	3 hrs. 55 mins.
Interviewing technique	4 hrs. 05 mins.
Rights and obligations of enumerators, field officers and supervisors, etc.	3 hrs. 15 mins.
Administrative and budgetary questions	2 hrs. 25 mins.

APPENDIX II

Training guide for census district officers

Ghana population census 1970

Contents of this guide.

1. Introduction (Purpose of the training guide; Room and Equipment; Conducting the sessions; Planning the Discussion; Participation of the trainees; how to act through the supervisors; the division of tasks).
2. Training time-table for a seven-day period.
3. The training programme. The programme includes 30 sessions including sessions in class and field work. For each session, there is a list of the points to be covered, suggested presentation; questions for discussion and their correct answers.

As an example, some questions appearing in the guide are given below:

Session : Field organisation.

- Question 1 : What is the correct channel of communication between enumerators and the Census Authorities?
- Question 2 : How can the census district officer visit his enumerators?
- Question 3 : What happens if an enumerator loses his documents?
- How to complete questionnaires :
- Question 1 : In what order should the census of occupants of a house be taken?
- Question 2 : What action should be taken if an occupant always absent when you arrive to take the census and no other person can supply the required information?
- Question 3 : What action is to be taken if a person refuses to answer your questions?

APPENDIX III

Enumerators training manual
Malawi population census 1966

Contents of manual :

- a) What to do before training (instructions to the Instructors for preparing the training)?
- b) Time-table
- c) Twenty-two sessions
- d) Two tests (after the 9th and 20th sessions).

Each session is made up of one or several subjects, each subject being dealt with as follows : silent reading, evaluation questions; elaboration; discussion; instructor's questions; revision by the instructor and correction of practical exercises.

As an example, a few evaluation questions are given below:

Lesson 1:

- a) Are you going to leave out :—
 - i) Very rich or very poor people in this Census? (No)
 - ii) Newly born children, very ill people, or abnormal people? (No)
 - iii) Europeans, Indians, or such other strangers visiting Malawi for a short time during the Census period? (No)
 - iv) People who just died before your arrival? (Yes)
- b) What is the basis of enumeration? (The dwelling Unit).

APPENDIX IV

Teacher's guide to the census
Population Census Kenya 1969

This guide which is not detailed, contains the following chapters:

- a) What is a population census?
- b) History of census taking
- c) Insurance for getting everybody counted
- d) What are census figures used for?

The guide contains brief instructions on the way in which trainees should educate their parents in order to get valid answers. There are three questions: Age; Is father alive, is mother alive, live births born by women aged over 12 years.

At the end of the guide there is an event calendar for a district.

The question concerning age is an interesting example worthy of quote.

The guide contains the following passage :

"Since some of your students may not know their ages and ^{1/} the notes above may not be adequate for the exercises suggested, the following procedure could be adopted in helping the students know how to get age data from their parents. It will take the form of you asking one of your students his age.

Teacher : How old are you?

Oluoch : I do not know, Sir.

Teacher : Let's now try to correctly estimate your age. I think you are twenty years old.

Oluoch : I do not know. But why do you say I am twenty, Sir?

Teacher : Let's work it out. Adhiambo whose parents are literate, and who was born a few weeks after you is twenty this month and so you must have completed twenty years. Therefore you must be twenty years old. Please do remember your age and try never to forget it."

^{1/} The trainees who do not know their ages should make inquiries from their parents and other members of the household by using the method of comparisons and the calendar of events (author's note).

APPENDIX V

Examination paper for field staff

Kenya population census, 1969

The paper is prepared in such a way that various alternative answers are suggested for each question, only one of which is correct. The correct answer should be ticked off. For example

1. You visit a farm in the rural area where you find a woman and three children living in the house. The woman tells you that her husband is away working in Nairobi, and he has not been at home for at least six months. How do you complete columns (a) and (b) ?

- i) Write the husband's name in column (a) and show him as the head of the house in column (b)? ☐

- ii) Omit the man altogether. Write the woman's name first in column (a) and show her as head of the house in column (b) ? ☐

19. An old woman tells you that she has never borne any children, but the headman who is accompanying you as a guide says that a married woman living in a house not far away is the old woman's daughter. How do you complete (k), (l) and (m) ?

- i) Write "NIL" in all the columns ? ☐
ii) Leave the columns blank ? ☐

- iii) Complete them on the basis of information supplied by the head man ☐

- iv) Explain tactfully to the old woman that she should include among her children all those who have grown up and left the home, as well as any which may have died? ☐