



2004 POPULATION AND HOUSING CENSUS  
(WITH AN AGRICULTURAL MODULE)

ENUMERATOR'S MANUAL

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**STATISTICS SIERRA LEONE**

**2004 POPULATION AND HOUSING CENSUS  
(WITH AN AGRICULTURAL MODULE)**

# **ENUMERATOR'S MANUAL**

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**STATISTICS SIERRA LEONE**  
**A.J. Momoh Street, Tower Hill, PMB 595, Freetown, SIERRA LEONE**  
**Tel. 232-22-223287 Fax. 232-22-223897 Cel. 232-76-609989 Efax 801-365-4056**  
**Email [statistics@sierratel.sl](mailto:statistics@sierratel.sl) Url. [www.statistics-sierra-leone.org](http://www.statistics-sierra-leone.org)**

## **FOREWORD**

On behalf of the council, management and staff of Statistics Sierra Leone, I welcome your participation in this 2004 population and housing census field enumeration.

This manual has been developed to guide you through the training programme and also to serve as your reference during the field enumeration. You must refer to it if you have the slightest doubt about completing the questionnaire. If the doubt persists consult your supervisor. Do not guess an answer.

Remember your individual performance will add up to that of thousands of other enumerators to make the census exercise a success, so we expect your best at all times.

Let me also recognise the tremendous contribution of the late Mr. Eugene R. Norman, First Director of Censuses and Surveys, Statistics Sierra Leone in the development of this manual. May his soul rest in peace.

H.B.S. Kandeh  
Chief Census Officer

## TABLE OF CONTENTS

	<i>Paragraph</i>	<i>Page</i>
<b>PART I - INTRODUCTION</b>		<b>1</b>
Census Information	1 - 2	
The Census Organisation	3 - 4	
Recruitment and Training	5	
The Enumerator's Job	6 - 7	
Confidentiality of Information	8	
The Census Law	9 - 10	
The Oath of Secrecy	11	
<b>PART II - GENERAL INSTRUCTIONS</b>		<b>3</b>
The Aim of the Census	12	
The Enumerator's Equipment	13 - 14	
The Supervisor	15	
The Enumeration Area	16 - 22	
How to approach the Public	23 - 29	
The Census Night	30 - 31	
The Household	32 - 35	
Institutions	36 - 38	
Whom to Enumerate	39 - 44	
Whom to Interview	45	
What happens if there is no one at Home	46 - 49	
The Dwelling sticker	50 - 54	
The Questionnaire	55	
How to check your Work	56 - 58	
The Household Summary	59	
The End of the Enumeration	60	

### **PART III - HOW TO FILL IN THE QUESTIONNAIRE**

**9**

General Rules	61 - 72
Detailed Instructions for filling Questionnaire Items	73
Section 1 – Population	74 - 162
Serial Number	74
Name	75 - 79
Relationship	80 - 82
Age	83 - 87
Sex	88 – 90
Religion	91
Nationality/Ethnicity	92
Primary Language	93
Secondary Language	94 - 96
Place of Birth	97 - 99
Place Of Residence In 1990	100 - 102
Orphanhood	103 - 104
Disability	105 - 112
Education and Literacy	113 - 123
Marital Status	124 - 125
Economic Activity	126 – 133
Fertility	134 - 162
Section 2 - Housing Facilities	163 - 182
Section 3 - Agriculture	183 - 187
Section 4 – Ownership	188
Section 5 – Deaths in the Household	189 - 198
End of the Interview	199 - 206

### **ANNEXES**

**27**

- A. 2004 Census Questionnaire
- B. Specimen Enumeration Area Map (Urban)
- C. Specimen Enumeration Area Map (Rural)
- D. Dwelling Structure Status Guide
- E. Agricultural Module: Additional Instructions
- F. Specimen Dwelling Sticker
- G. Census Questionnaire, Questions and Answers
- H. Distribution of Chiefdoms and Wards

**PART I**  
**INTRODUCTION**

**A. Census Information**

1. The population census is a complete count of the country's inhabitants and their characteristics.
2. It is designed to generate statistics that are essential for policy and planning purposes. It is therefore of the greatest importance to every person living in Sierra Leone. Census information is **NOT** used for identifying people for taxation or punitive purposes

**B. The Census Organisation**

3. Statistics Sierra Leone, with the Statistician General as the Chief Census Officer, is responsible to Government for the census as a whole. The country is divided into 14 Districts in each of which there is a District Census Officer, a District Publicity Officer, and 2 Publicity Assistants. They will be assisted by a number of Field Officers, Supervisors and Enumerators.
4. The Districts are divided into chiefdoms and the chiefdoms into sections. Each section is divided into Enumeration Areas (EAs). Each enumerator shall be responsible for one EA and shall visit every household in it and record the information required of all persons.

**C. Recruitment and Training**

5. You have been selected to participate in this training because you have fulfilled the requirements of being an enumerator. You will undergo a five (5) day non-residential training, which will involve classroom training, field practice and tests. If you succeed in all these, you will be appointed as an enumerator during the census.

**D. Your Job as Enumerator**

6. Your job is to ask the questions about everyone who slept in the household on census night (December 4 2004) and to record the answers. It is the most important single job in the census. **You must make every effort to obtain complete and accurate answers and to record them carefully and correctly.**
7. The success of the census depends upon the public's willing cooperation and it is your job to obtain this by being polite, tactful and patient always.

## **E. Confidentiality of Information**

8. The information you obtain is **CONFIDENTIAL** and will only be used to compile statistics. You are not permitted to disclose it to anyone who is not an authorized officer, nor should you leave it where others may have access to it. You will make all the entries on the questionnaire personally. On no account should you allow any unauthorized person to fill in any part of the form. You may only ask such questions as are necessary to enable you complete the questionnaire.

## **F. The Law**

The Census Act of 2002 empowers Statistics Sierra Leone to conduct periodic censuses of the country. The Act also makes it obligatory for every household head to give information relating to their households as required.

9. The law may be summarized thus:
  - i. Persons are required to furnish the information asked at the census
  - ii. Any person who fails to do so or who knowingly makes a false statement, shall be guilty of an offence
  - iii. Any person authorized to do so by the Chief Census Officer may enter any house and interview the members of the household provided that he or she, observes the customs of the people in doing so, and
  - iv. Every person occupying a house shall allow authorized persons access to the house.
10. The Statistics Act also provides for severe penalties against authorized persons who are found guilty of improper conduct. In undertaking the work of an enumerator you have become an authorized person and the provisions of the law apply to you.

## **G. The Oath Of Secrecy**

11. You will be required to take an oath of secrecy in which you will promise to fulfil your duties as an enumerator faithfully and honestly and you will promise not to disclose any information, which comes to your knowledge by reason of your employment as an enumerator. If you break your oath, you will be guilty of an offence and liable to punishment

## **PART II**

### **GENERAL INSTRUCTIONS**

#### **A. Aim of the Census**

12. The aim of the census is to determine the number and certain other characteristics of every person in Sierra Leone at the time of the enumeration.

#### **B. Your Equipment**

13. When you have completed your training successfully, you will be issued with the following materials:

- i. Ball point pens,
- ii. Manual for Enumerators,
- iii. Census Questionnaires (Returnable, used, spoilt and unused),
- iv. Map of your Enumeration Area (Returnable),
- v. Printed adhesive dwelling stickers,
- vi. Identity card,
- vii. Torch Light and Batteries
- viii. Satchel (Returnable),
- ix. Work jacket and cap with Census logo (Returnable)
- x. 40 pages exercise book

14. You should keep your equipment carefully, because at the end of the enumeration you will be required to return some of them, and you **WILL NOT BE PAID** until all returnable items have been accounted for to your Supervisor.

#### **C. Your Supervisor**

15. Your Supervisor is your immediate superior in the census organization. His/her job is to help you do your work efficiently, to help you in case of difficulty and to make certain checks designed to ensure that your work is accurate. He/she will be required to report on your work before you are paid.

#### **D. The Enumeration Area (EA)**

16. You will be allocated an EA and you will be responsible for visiting every household in it and recording the information required of every person in the area within the stipulated duration of the census.

17. You must miss no household in your area nor count any twice.

18. You will be given a map of your area showing the boundaries and the localities within it. A locality is an inhabited place. The localities in your area have been

listed in order to make it easier for you to plan your work and make sure that you visit every household.

19. Before you start work make sure that you know which places you have to visit. If you have any doubts about the boundaries of your area speak to your Supervisor and have the boundaries made clear to you.
20. The map was made sometime before the enumeration and there may be inhabited places within your area which are not listed or marked on your map. It is your duty to discover and to visit any such places as you travel round your area and to enumerate the inhabitants. Be particularly careful to enquire about and to enumerate the inhabitants of Fulla camps or worrehs.
21. As you visit each locality, ask the headman to give you the names of all villages nearby. By checking these villages on your map, you will be able to determine whether any inhabited places have been omitted. Enquire also whether any villages listed are deserted.
22. Write the names of new localities on the list and mark them on the map. In the same way you should make a note of any localities, which may have been abandoned since the map was made.

#### **E. How to Approach the Public**

23. Act as though you expect to receive friendly co-operation and behave so as to deserve it.
24. Make yourself known to the people and explain who you are and what you are doing.
25. You should at all times wear your Work Jacket with the Census Logo, and carry your Identity Card so as to be able to show that you work for the census.
26. You should start work only when you have exchanged the proper greetings, briefly explained what the interview is about and answered any questions about the census that the people may ask. You should however, avoid becoming involved in lengthy conversation – your time is limited and your job is to collect information.
27. During the interview let people take their time, never put answers in their mouths, work steadily and make sure that the answers are clear to you before you write anything down. Do not accept at once any statement that you believe to be wrong but tactfully ask further questions in order to obtain the correct answer.
28. If a person refuses to co-operate and answer the questions, maintain a courteous manner. Stress the importance of the census, that it has nothing to do with taxation or politics and the fact that the information is treated confidentially. If he/she is still reluctant to help make a note of the household number and report the matter to your Supervisor as soon as possible.

29. When leaving the household remember to thank the head and the other members for their help.

#### **F. The Census Night**

30. The census night is the night of 3/4 December 2004. The information you will collect for the census will refer to this date
31. You must enumerate everyone in your EA. You will do this by visiting every household in it and enumerating every person who stayed there on census night.

#### **G. The Household**

32. A household is defined as a person or group of persons who normally eat and live together.
33. A household may occupy a whole building, part of a building or many buildings.
34. A man with several wives might maintain separate living quarters for his wives and their children. In such cases each wife and her children should be enumerated as a separate household.
35. You should use a separate questionnaire for each household you enumerate.

#### **H. Institutions**

36. Sometimes groups of people live together but do not belong to a household. Those in hospitals, colleges, hotels, barracks and prisons are examples of this. Such places are called institutions.
37. The enumeration of those persons living in institutions is the responsibility of the District Census Officers and the Field Officers who will make special arrangements for the purpose. You may be instructed to participate.
38. Those working in institutions but live in their own households (but physically located inside the institution perimeter) should be enumerated as households and not as part of the institution. Thus a teacher or lecturer living in a household but within the school or college perimeter should be enumerated as a member of the household where he/she lives. However, a nurse living in a hostel should be enumerated as a member of the institution (the hostel).

#### **I. Whom Should You Enumerate?**

39. You will enumerate everyone who stayed at the household/institution as well the homeless and floating population in your EA on census night.
40. Sometimes there are persons who would normally have slept with the household who were absent on census night and did not sleep in any other house. For example, night watchmen, police officers on night duty, persons working on night shift, persons on fishing expeditions and persons working in hospitals, hotels or

prisons throughout the night. Such persons should be enumerated with their usual households, as long as you are sure that they were not enumerated where they spent the census night.

41. Persons staying in hotels, hospital patients, prisoners and the like will be enumerated in their institutions. They should not be enumerated with the household.
42. Those who are secluded in the bush, as initiates of secret societies should be treated as belonging to institutions. You should approach the person in charge and obtain from him/her the particulars relating to all the initiates in the group.
43. There may be occasions when someone says that they have already been enumerated at another house. To ascertain whether this is true, probe by asking what information was elicited, and where he/she was enumerated.
44. Record the details of where and when they were first enumerated and pass on the information to your Supervisor.

#### **J. Whom Should You Interview?**

45. Your aim is to obtain information about all members of the household. However, you do not have to interview all of them. You should interview the Household head, or in his/her absence any responsible adult who is knowledgeable about the affairs of the household.

#### **K. What happens if there is no one at Home?**

46. It may happen that when you visit a house that is inhabited, you are unable to obtain any information, either because nobody is at home or because the adult occupants are away at the time. You must enquire from those you find at home the best time to call back. If there is no one at home, ask the neighbours if anyone slept there on census night and when they are likely to be at home. Then you can arrange your next visit so as to find them at home, even if it requires meeting them at night.
47. In every case where you find no one at home on your first visit you should make a note of the date and the address, and make two more visits.
48. As you make each call back write the date on which you made the attempt and finally, the date on which you succeeded in completing the interview. If you find no one in after your third attempt you should note the fact, and inform your supervisor.
49. It may be that no one slept in the house on census night, in which case you should enter the household details on the questionnaire and write "NO ONE SLEPT HERE". Then mark the house with the dwelling sticker.

## **L. The Dwelling Sticker**

50. The dwelling sticker is to ensure that no household is enumerated twice and that none is missed. It is to be used to mark those households which have been visited and whose occupants have been enumerated.
51. Before you affix the dwelling sticker make sure that you have written the household number on it. The number written on the dwelling sticker should correspond with the Household number on the questionnaire.
52. The dwelling sticker should be placed where it will be easily visible to your Supervisors and others checking your work, preferably on the doorpost and out of reach of small children. Ask the people to leave it up for at least one month so that they may be spared the inconvenience of unnecessary visits by census staff.
53. If there is more than one household living in the building, the dwelling sticker should be fixed at the entrance to each household's quarters. That is on the front door of a flat, which is one of a block of flats, or the door of the room or rooms used by the household.
54. On no account is the dwelling sticker to be fixed to any household quarters unless a questionnaire has been completed in respect of its occupants. If the house is empty you should mark it at the same time as you complete the questionnaire. Similarly, if your call backs have failed to find anyone, mark the house with the dwelling sticker as you complete the call back report on your final visit.

## **M. The Questionnaire**

55. All the information required at the census is to be recorded on the questionnaires, which will be issued to you in bound pads of 100 forms. None should be taken out or destroyed. You will have to account for all of them.

## **N. Check your Work**

56. Before you leave the household check the questionnaire you have completed and make sure that you have done it accurately and fully. It is better to check your work on the spot than that you should have to revisit the household. It will save you time, trouble and perhaps a long walk.
57. In particular you should check that:  
Others can read what you have written, all the columns have been filled in where they should be and the answers are correct, the household number has been entered and you have affixed the adhesive dwelling sticker.
58. When you are satisfied that all is in order you should sign the questionnaire. The work in respect of those households you have enumerated should be complete and ready for inspection at any time.

**O. The Summary**

59. At the end of each household enumeration, and before you move on, you must complete the summary at the bottom of the questionnaire, in respect of the household. The summary is important; as it is from this that we calculate the preliminary figures of population.

**P. At the end of the Enumeration**

60. When you are satisfied that you have completed the enumeration of your area you should report to your Supervisor with all your equipment. Your work will be checked and you will be given further instruction about collecting your pay, etc.

## PART III

### HOW TO FILL IN THE QUESTIONNAIRE

#### A. General Rules

61. You will fill in the questionnaire yourself. Here are some general rules:
  - a. Use the pens provided. In no circumstances use any other coloured pen or pencil.
  - b. Keep the questionnaire clean, and the booklet intact.
  - c. Write legibly so that others can read what you have written.
  - d. Leave no column blank.
62. Complete a separate questionnaire for each household. If there are more persons in the household than the spaces provided, you should continue on the next page. If one page was used to enumerate a household, it will be 'PAGE 1 OF 1'. If two pages are used, the first page will read 'PAGE 1 OF 2' and the second page will read 'PAGE 2 OF 2'; and so on. Use as many pages as may be necessary. **DO NOT ENUMERATE** two households on one questionnaire.
63. On arrival at the house, greet the occupants and identify yourself as a census enumerator. Ask for the head of the household. If he or she is not present speak to the next senior person. Explain that you must record particulars of each person who spent census night in the household even if they are not present at the moment of the enumeration.
64. Remember to enquire about night workers and others mentioned in paragraph 40, and enumerate them as necessary.
65. There may be others present who did not stay with the household on census night. Make it clear that you are not enumerating them.
66. It is necessary to ask some questions of all persons, some of all persons aged 6 years and over, some of all persons aged 10 years and over and some of all females aged 10 years and over. You must make a written entry for all persons within a particular category.
67. All persons fall within the first category and you must make a written entry for each person in all columns (*P1*) to (*P18*). However, note the skip instruction in (*P15*).
68. Some persons do not fall within the last four categories – either because they are aged less than 6 or 10 years or because they are male, etc. In these cases, and in these cases only, you should draw a straight line in the column.

Thus, if the person is aged less than 6 years you should draw a straight line in each of columns (*P19*) to (*P21*).

Also, if a person is aged less than 10 years you should draw a straight line in each of the columns (P22) to (P25).

If the person is male or a female aged less than 10 years you should draw a straight line in each of columns (P26) to (P33).

If the person is male or a female less than 10 years or older than 54 years, draw a straight line in each of columns (P34) to (P38).

69. If the answer in any column is given write the appropriate code where it is stated.

For example, if the person has no disability, the correct code in column (P15) is '2'.

70. If the information is given to you by someone other than the person himself or herself and the details are not known, write "UNKNOWN".

71. If you make a mistake do not try and rub it out or write on top of it. Cross it out neatly and correct it. If there is no room to make the correction, cross out the whole line, write along it "MISTAKE", and complete a new line.

72. If you make a mistake involving a whole household, draw a diagonal line across the questionnaire, write along it "SPOILT" and complete a fresh questionnaire for the household. Never tear a used, spoilt or unused questionnaire out of the book. You have to account for any missing pages.

## **B. Detailed Instructions For Filling Questionnaire Items**

73. It is important that you complete the questionnaire in the right order.

### **Identification Particulars (Top of the Questionnaire)**

- i. If an Institution, write the name of the Institution e.g. Pademba Road Prisons.
- ii. Enter the Province code (provided on your EA map). For example, Eastern Province is '1'.
- iii. Enter the District code (refer to the code list – P11 & P12). The second digit is the code for the District. For e.g. Kailahun is code '1', Kenema is code '2' etc.
- iv. Enter the Local Council Area code (refer to the code list). The third digit is the code for Local Council Area.
- iii. Enter the Chiefdom/Ward/Town Council Area code (refer to the code list – P11 & P12). The last two digits give the code. For e.g. Samu in Kambia is code '06', West 3 in Western Urban is code '08', etc.
- iv. Enter the Section code (provided on your EA map).
- v. Enter the EA number (provided on your EA map).
- vi. Write the Locality name and Street address.
- vii. Enter the code for Structure type (refer to code list).
- viii. Record the Structure number – the first structure you enumerate is '001', the second is '002', the third is '003' and so on upwards to the last. All households within the same structure will have the same Structure number.

- ix. Record the Household number – the first Household you enumerate will be ‘001’, the second is ‘002’, the third is ‘003’ and so on upwards to the last.

To ensure that you properly record the Structure number, and Household number correctly in a serial manner, always check the number you gave to the last structure and household enumerated.

- x. Enter the code for Population type (refer to the code list). For e.g. Household is code ‘01’, Medical is code ‘04’, etc.

*Next fill in the main body of the questionnaire.*

## SECTION 1 - POPULATION

**Columns (P1) to (P18) – These should provide particulars of all members who slept in the household/institution on census night. They therefore apply to all persons.**

**Column (P1) – Serial Number:**

74. The serial numbers are already in the questionnaire. What you have to do is to mark an ‘X’ against a person’s serial number if the person is not seen.

**Columns (P2 and P3) – Name:**

75. Ask the head of the household or other responsible person, “Who slept here on census night (December 4 2004)?”
76. Enter the names of everyone who slept with the household on census night, starting with the head if he/she slept there. Include visitors and servants who slept there. Write Surname in (P2) and First name in (P3). Do not use Nicknames.
77. Include small children and babies if they slept there, even if they were born the day before or the night before census night. If they have not yet got a name write “BABY”. Children born after census night will NOT be included. However, persons who were in the household on census night, but died before the interview should be included.
78. Include persons normally belonging to the household but who were away from home on census night to some place where they could not have been enumerated, for example, out fishing, on night duty etc.
79. When you have written all the names ask; “Was there anyone else who slept here that night?” This is to ensure that you do not miss out anybody who should be enumerated.

### **Column (P4) – Relationship**

80. Ask, “Who is this person to you, or to the head of the household?” and ask further questions as necessary, making quite sure that you understand the relationship correctly before you make an entry. If you ask the question wrongly, you may for example have a situation in which a ‘son/daughter’ is recorded as ‘father/mother’.  
When you are sure that the list of names and relationships is complete and correct you may go on to complete the rest of the questionnaire.
81. Enter the relationship of each person to the head of the household.  
Enter the code as appropriate (refer to code list) against the name of the person to signify his/her relationship to the head.
82. There are cases when persons spent census night with a household but are not related to the members of that household. In such a case, enter the code “10” in the relationship column against the names of such persons indicating a “not related” case.

### **Column (P5) – Age**

83. This is one of the most important questions in the questionnaire. It is also one of the most difficult to answer correctly. Take particular care with it.
84. Ask, “How old is this person?” If the age is not known, ask for the year of birth.  
If this is provided, use to get the person’s age.  
Record the age of the person in completed years, i.e. age as at last birthday.  
For children under one year of age write “00”.  
(For example, a person aged 26 years and four months should be entered as “26”.  
A child aged three months should be entered as “00”.)
85. Many people will not know their ages. If neither the person’s age nor the year of birth is known, you must refer to the “Events Calendar” and try to relate the person’s age to an event in the calendar. For example, ask the person whether he was born by the time of the Second World War (The so-called ‘Burma War’). If the answer is ‘Yes’, then probe further and ask, ‘how big were you at that time’? This way, his/her age will be estimated.
86. When you have made the best estimate you can, you should check that it is compatible with the person’s position in the family.  
(For example, a child cannot be older than its father, a mother aged 22 cannot have a child aged 17, and a woman aged over 50 is unlikely to have a child aged ‘00’).
87. Some people have fixed and wrong ideas about their ages. Do not accept any answers that are obviously wrong. Try and get accurate answers. Be careful to probe if you observe a tendency for people to consistently give ages ending in particular digits, e.g. 0 and 5.

### **Column (P6) – Sex**

88. Ask “Is this person male or female?”  
Write ‘1’ for male and ‘2’ for female.
89. It is important that you ask the respondent to specify the sex of a household member before you record it. Do not guess from the name and relationship, which sex the person is, ask:  
You must be careful in dealing with names that are shared by both sexes such as ‘Ayo’, ‘Gina’, ‘Sao’, ‘Gbessay’, ‘Omo’, ‘Oseh’, ‘Femi’, ‘Aina’, ‘Bola’, ‘Dowu’, ‘Remi’, ‘Tunde’, ‘Joko’, ‘Taiwo’, ‘Kainde’ etc.
90. Be particularly careful to get the sex of very young children right. Don’t guess.

### **Column (P7) –Religion**

91. This question seeks to find out the religious beliefs of respondents. You should therefore ask, ‘What is ..... religion?’ Record the appropriate code from the code list. Probe for the denomination. For example, a person says he/she is Christian, ask for the denomination, i.e. whether Catholic or Anglican etc.

### **Column (P8) – Nationality/Ethnicity**

92. Answers to this question will differ depending on whether the respondent is Sierra Leonean or a foreign national. For Sierra Leoneans, record the code of the ethnic group, for example, Mende is ‘02’, Temne is ‘03’ Limba is ‘07’ etc. For foreign nationals the code is ‘16’, ‘17’, ‘18’ or ‘19’ as appropriate (refer to code list).

### **Column (P9) - Primary Language**

93. This question refers to the respondent’s first language spoken. The question you must ask is, ‘What is the main language that ..... speaks?’  
Some people may belong to an ethnic group but their primary language would be different. For e.g. Krio is code ‘01’, Kono is code ‘09’ etc.

### **Column (P10) – Secondary Language**

94. A secondary language is one that is acquired through learning and is spoken as a second language. It could be any language, Sierra Leonean or foreign. Some people may not have a secondary language because apart from their mother tongue, they do not speak any other language. In such a case, record code ‘20’, for ‘none’. The aspect of speaking the secondary language fluently must be stressed.
95. The question you must therefore ask is, ‘Apart from your mother tongue, what other language do you speak?’
96. Some people are gifted and can communicate in more than one secondary language. The question requires only one answer and the respondent should

choose which of the secondary languages he/she communicates in best. Refer to the code list and record the appropriate code.

**Column (P11) - Place of Birth**

97. If the person was born in Sierra Leone, record the appropriate District and Chiefdom/Ward code provided in the code list. For example, Dibia in Port Loko is '2403', Yawei in Kailahun is '1114', Central 2 in Western Area Urban is '4202' etc.
98. If the person was born outside Sierra Leone, record the appropriate code provided in the code list under 'Country of Citizenship for Non Sierra Leoneans'. For example, Nigeria is '6164', Gambia is '6132' etc.
99. Ask, "Was this person born in Sierra Leone?" and if the answer is 'No' ask, "In what country was he/she born?" If the answer is 'Yes' ask, in which District and Chiefdom/Ward.

**Column (P12) – Place Of Residence In 1990**

100. For this question, ask, 'where was (NAME) living in 1990'?  
Use the codes on the code list for Place of Birth/Place of Residence, and 'Country of Citizenship for Non Sierra Leoneans'.
101. Note that a Sierra Leonean may have been living outside Sierra Leone, and a Non Sierra Leonean may have been living in Sierra Leone.
102. If the person had not been born, use code '0000'

**Columns (P13- P14) - Orphanhood**

103. These questions refer to the biological mother and father of the respondent and the answer should be in respect of the person's real mother and father.
104. You should therefore ask, "Is this person's real mother and father alive – the ones who bore him/her?" 'Yes' is 1, 'No' is 2, and Don't Know' is 3.

**Columns (P15 - P18) Disability**

105. It is absolutely important that this information is collected as accurately as possible, which means that the question applies to everybody in the household. You must be particularly careful to distinguish between actual disability and other forms of illnesses.
106. For example, you may be told that a member of the household has had tuberculosis or has been suffering from backache or stomach pains for a very long time. These are not disabilities for the purpose of these questions. It may be necessary to see the persons who have been reported as being disabled. This

will give you an opportunity to determine whether the person(s) is/are disabled according to the specifications below.

107. Somebody is disabled if he/she is blind, crippled, deaf, dumb, mentally retarded or has lost limb(s) etc

***P15 – Whether Person is Disabled***

108. Ask, ‘is..... disabled’? If the answer is ‘Yes’ ask the second question relating to the type of disability (*P16*) before you make any entry. If you are satisfied that the type of disability falls within our prescribed category, you can then fill in *P15* and *P16*. This is necessary to avoid messing up the questionnaire.

***P16 - Type of Disability***

109. Ask for the type of disability and record the appropriate code (refer to the code list). For example, ‘limited use of legs’ is 01, ‘loss of leg(s)’ is 02 etc.
110. Some people may have more than one disability. In such cases, record the most serious one.

***P17 – Cause of Disability***

111. Ask for the cause of the disability and record the appropriate code (refer to the code list). For example, ‘congenital’ is 1, ‘disease/illness’ is 2 etc.

***P18 – Assistance***

112. Ask, ‘is .....receiving any kind of assistance?’ If ‘yes’ ask what kind and record the appropriate code (refer to the code list). For example, ‘surgical operation’ is 01, ‘Medication’ is 02 etc. If ‘No’ use code 11.

***Columns (P19 – P21) – Education and Literacy (For all persons 6 years and over)***

***P19 – School Attendance***

113. In this case school means Primary School, Secondary School, University College, Teachers Training College, Technical Institute and Trade Centre – in fact any educational establishment where formal instruction is given on a full time basis. It also includes Arabic Schools.
114. Ask, “Has this person ever attended school?”  
If the person has never been to school enter ‘1’ and skip to *P21*. If the person is attending an educational institution as a full time student enter ‘2’, has left school, enter ‘3’, and ask *P20* and *P21*.
115. Remember that questions on Education relate to persons aged 6 years and over and for those that the questions are not applicable, draw a straight line across the remaining lines against their names.

***P20 – Highest Level Attained***

116. This question is applicable only to respondents who, in *P19*, answered that they had been or were still in school. It does not apply to persons who never went to school.
117. Ask, “What is the highest level that he/she attained”? (i.e. highest grade/level completed). Record the appropriate code (refer to the code list).
118. If a person went to a Primary School or is still attending Primary School, state the level or highest class he/she has passed. His or her present class is NOT the highest class passed. For example, if respondent is in class 4, the highest level attained is class 3 and therefore enter ‘05’ in the appropriate column.
119. Similarly if the respondent is in JSS 1, the highest class passed is class 6 and therefore enter code ‘08’ in the column relating to that respondent. The technique here is that the highest class passed at all levels is the class immediately below the present class of the person.
120. A University undergraduate with no other qualification other than completed secondary, will have code ‘10’ recorded.

***P21 – Literacy***

121. One of the objectives of collecting information on education is to stretch the definition of literacy to cover persons who can read **and** write in any language irrespective of the fact that they never attended a formal educational institution.
122. Informal education is now a widespread phenomenon in the country. It means that some persons might not have gone to formal educational institutions, but have gone through informal education and can read and write. Therefore, if the respondent says that he/she never went to school in *P19*, enter ‘1’, skip *P20* and ask ‘can ..... read and write in any language?’ (*P21*) and enter the response as appropriate. ‘Yes’ 1, ‘No’ 2. This question is for all persons 6 years and over, irrespective of whether they have been to school or not.
- 123. MAKE SURE THAT THE PERSON DOES BOTH THE READING AND THE WRITING.** A person cannot be said to be literate if he only reads and not writes or vice versa.

***P22 – Marital Status (For persons 10 years and over)***

124. This is a very sensitive issue and you must avoid going into arguments with respondents. Accept the answer as given. Ask ‘Are you currently married?’ The options for an answer are provided in the code list.
125. For persons below 10 years of age, draw a straight line in columns (*P22*) to (*P38*) against their name to indicate that the questions do not apply to them.

**Columns P23 to P25 – Economic Activity (For persons 10 years and over)**

126. Like marital status, questions on economic activity relate to respondents who are aged 10 years and above. Note that the reference period is one month prior to the census; you must therefore concern yourself with the person's economic activities within that period and not beyond.

***P23 – Employment Status***

127. This question seeks to establish whether the respondent did any work regularly during the month to the census.

The appropriate codes are provided in the code list

128. Some persons are employed by others and earn a salary or wage and if that is the case, then code '01' applies, that is, the person worked for someone else. Other people are self-employed, they work for themselves and if that is the case, code '02' applies. Yet other people worked, but not for cash and the appropriate code is '03' etc.

**IF THE RESPONSE IS '04' TO '09', DO NOT ASK 'P24' AND 'P25'.**

***P24 – Occupation***

129. Occupation means the main work a person does, irrespective of what is actually produced. Ask as clearly as possible the kind of work the person is doing or did a month to the enumeration.

130. Ask, "What is this person's work?" If the answer is "None", ask, "What work has this person done during the last month?" If the answers are vague ask further questions such as, "What does this person actually do?" Use the appropriate code in the code list. For example, a clerk is 'clerical, and would be given code '3', a teacher will be treated as 'professional/technical' and given code '1' and so on.

131. Note that only a single code is required. Therefore for those with more than one occupation, ask for and record the main one.

***P25 - Industry***

132. Ask, "Where do you work?"

"What happens there?"

"What is made or produced?"

**OR**

"What services are provided?"

**OR**

"What is sold?"

133. When you are satisfied that you have a proper answer, record the appropriate code in the code list. For example, 'crop farming' is 01, 'teaching' is 09, and so on.

***Columns (P26) to (P33) – Fertility. These Questions apply to all women aged 10 years and over. For all males and for girls aged under 10 years, draw a straight line in each of these columns as appropriate.***

134. These questions must be answered for all women aged 10 years and over, irrespective of their marital status, and whatever their relationship to the head of the household.

***P26 and P27 – Total Children Born Alive***

135. In these columns you must record the number of children borne alive by women aged 10 years and over, even if the child(ren) is/are dead.

136. A child born alive is one who cries or who shows some other signs of life after being born.

137. INCLUDE all children who have died, even if they died shortly after birth, all children who have grown up and left the house, all children born to other men as well as to the present husband.

**DO NOT INCLUDE**

138. Children who were born dead and did not show any sign of life, adopted children, children born to the present husband by another woman, grandchildren, nephews/nieces etc.

***P26 – Total Male Births***

139. Ask, “**Has this woman borne any children?**” if the answer is ‘YES’ then ask, “**How many MALE children has she borne alive?**” Write the number in column (P26). Record ‘00’ if she has not had a live male birth. Always use two digits.

***P27- Total Female Births***

140. Ask, “**How many FEMALE children has she borne alive?**” Write the answer in column (P27). Record ‘00’ if she has not had a live female birth. Always use two digits.

***P28 – Male Children Living in Household***

141. Ask, “**How many of the MALE children are living in this Household?**” Write the answer in column (P28). Record ‘00’ if she has no male child living in the household. Always use two digits.

***P29 – Female Children Living in Household***

142. Ask, **“How many of the FEMALE children are living in this Household?”** Write the answer in column (*P29*). Record ‘00’ if she has no female child living in the household. Always use two digits.

***P30 – Male Children Living Elsewhere***

143. Ask, **“How many of the MALE children are living Elsewhere?”** Write the answer in column (*P30*). Record ‘00’ if she has no male child living elsewhere. Always use two digits.

***P31 – Female Children Living Elsewhere***

144. Ask, **“How many of the FEMALE children are living Elsewhere?”** Write the answer in column (*P31*). Record ‘00’ if she has no female child living elsewhere. Always use two digits.

***P32 – Male Children Dead***

145. Ask, **“How many of the MALE children are Dead?”** Write the answer in column (*P32*). Record ‘00’ if she has no male child dead. Always use two digits.

***P33 – Female Children Dead***

146. Ask, **“How many of the FEMALE children are Dead?”** Write the answer in column (*P33*). Record ‘00’ if she has no female child dead. Always use two digits.

147. Sometimes a woman may forget to mention children who died in infancy and does not wish to be reminded of painful events; you must therefore put this question tactfully and sympathetically.

148. If a woman has never borne a child, record “00” in each of the eight columns. Similarly, if a woman has children in one or two categories only enter the numbers as appropriate and record ‘00’ in the remaining column or columns. NEVER leave them blank.

149. You have to be careful when you record answers pertaining to the total number of children borne by a woman in her lifetime. The total number of children ever born by a woman will not likely exceed 17 and use that number as a guide. You must therefore probe further if the total number of children recorded for a woman in *P26* and *P27* exceeds 17.

150. When you have recorded the responses, check the following:

$$P28 + P30 + P32 = P26$$

$$P29 + P31 + P33 = P27$$

$$\text{The sum of } P28 \text{ to } P33 = P26 + P27$$

**Columns (P34) to (P38) – Particulars of Most Recent Live Birth (Last 12 months).**

151. These columns must be completed for all women aged between 10 and 54 years of age for whom live births have been recorded.
152. If each of columns (P26) to (P33) contains “00”, then draw a straight line across (P34) – (P38).
153. You must record particulars of the last child borne by the woman – that is in the last 12 months. You can do that by asking,
- “Did you bear a child in the last 12 months?” If ‘Yes’, ask for the year and month. Record the year and the month in columns (P34) and (P35) respectively. If ‘No’, record ‘00’ in each of columns P34 and P35.
154. Some people will not know the exact date on which the last child was born. You must help determine the date and record the answer as accurately as possible. Ask for a Birth Certificate or an Immunisation Card.
155. We are especially interested in those women whose last live birth took place during the year before the census. For births taking place in that year, it is important that you record both the year and the month.
156. Check that the date of birth shown in columns (P34) and (P35) agrees with the child’s age as stated in column (P5).

***P36 – Sex of Child***

157. Ask for the sex of the child’ even if the child is dead.  
Record the answer 1 for “Male” or 2 for “Female” in column (P36).

***P37 – Survival of Child***

158. Ask, ‘is the child still alive’?  
Record the answer 1 for “YES” or 2 for “NO” in column (P37).

***P38 – Immunisation of Child***

159. This question refers to the immunization status of the child with reference to the age of the child. The code list provides the ages at which certain vaccines should be administered to the infant. The possible codes are ‘1’ for YES, ‘2’ for NO, and ‘3’ for PARTIAL.
160. For example, if a baby under 6 weeks old has received all the prescribed vaccines, then code ‘1’ should be used. If none has been administered, the code will be ‘2’, and if not all, then code ‘3’ is applicable.

161. Similarly, if a 12 weeks old baby has received all the vaccines he/she should have received at 10 weeks, code '1' is applicable. If none, code '2' applies, and if not all, code '3' applies.

162. Ask for the IMMUNISATION CARD to assist you.

## **SECTION 2 - HOUSING FACILITIES**

163. Columns H01 to H17 relate to specific questions concerning the household. They are questions that relate to the household as a whole and not to individual members.

### ***H01 - Current Status of Dwelling Unit***

164. You are required by this question to record the current status of the dwelling. The **DWELLING UNIT** refers to that part of the structure occupied by the household. For example, if a household occupies part of an 'adjoining', that part occupied by the household is a dwelling unit. If one household occupies the whole structure, it is one dwelling unit. Recording the status of the dwelling structure can be done by observation but you must rely on the response of the household head. Note that only one option is allowed. Use the drawings in Annex as a guide

### ***H02 – Number of Rooms Occupied***

165. This does not include the kitchen for example. It includes sleeping rooms and the sitting room (parlour).

### ***H03 – Beds With Mosquito Nets***

166. Find out how many beds in the household have mosquito nets.  
Ask, 'how many beds have impregnated mosquito nets'? Record the answer as given, using two digits.

167. Ask, 'how many beds have regular mosquito nets'? Record the answer as given, using two digits.

### ***H04 – How the Dwelling was Acquired***

168. Ask how the dwelling was acquired and record the appropriate code provided in the code list.

### ***Columns H05 to H07 – Materials of Construction of Dwelling Units.***

169. You are required to record answers to H05 to H07 by observation. For example, having observed that the dwelling unit has zinc as the material of construction of the roof, cement as the material of construction of the wall and floor, there is absolutely no reason asking the respondents questions relating to them. Only

ask them in circumstances where you are not absolutely sure which material of construction a house is made of.

170. Record the answer to each of the columns i.e. columns *H05* for Roof, *H06* for wall and *H07* for Floor.

### ***H08 – Disposal of Household Refuse***

171. Ask, ‘how do you dispose of household refuse’? Record only one code from the list provided, i.e. the code of the most commonly used method.

### ***H09 – Principal Source of Fuel Supply for Cooking***

172. Some households have more than one source of fuel supply for cooking. A household may use Kerosene, Charcoal and Wood interchangeably depending on the circumstance and the occasion while another household may use Electricity, Gas or Kerosene, also depending on the circumstance. In each of these cases, you must find out which of the fuel is most frequently used by the household and when that is established, record the appropriate code.

### ***H10 – Principal Source for Lighting***

173. Similarly, households usually have more than one source for lighting. In some urban settings Electricity could be one source and is supplemented by either Kerosene or candles. In rural settings, it is Kerosene, Candles or Wood. In each of these cases, therefore, you must find out which of the sources households use most of the time for lighting and record the appropriate code.

### ***H11 - Principal Source Of Water Supply for Drinking***

174. Some households rely on more than one source of water supply for drinking. In a case like this, find out which of the sources they get their supply from most of the time. It is that source which is the principal source that should be recorded. For example if a household has piped water in the house or compound and also has a well (ordinary or mechanical) find out from which of the two sources they get most of their drinking supply from. Record the appropriate code from the list.

### ***H12 – Toilet Facilities***

175. There are instances where several households share the same toilet facility and in this case, the toilet facility is used in a COMMUNAL way. Where only one household uses the toilet facility, we say it is PRIVATE.
176. Ask, ‘What kind of toilet facility do you have’? If the answer is ‘Pit latrine’, you also want to find out if exclusively his/her household uses the pit latrine. If the answer to the question is ‘Yes’, then the toilet facility is ‘10’, but if the answer

indicates that other households share the facility, you record it as '04'. (Refer to the code list).

177. Some communities use the Bush/Riverbed. Here, the use of the bush or riverbed is communal and therefore should be recorded as 06. Only one code is allowed.

### ***H13 – Facility for Bathing***

178. Ask, 'what is the household's main facility for bathing'? Record the appropriate code from the list.

### ***H14 – Main Source of Information***

179. Ask, 'what is the household's main source of information?'  
Different members of the household may have different sources of information, but only one response is required for the household as a whole. Therefore probe and elicit information about the MAIN source the household relies on for information, and record the appropriate code provided in the code list. Only one code is required.  
Note that we are not interested in the ownership of the medium.

### ***H15 – H17 Distance From Home to the Nearest Facility***

#### ***H15 – Health Facility***

180. Ask, 'what is the distance from your house to the nearest health facility?'  
A health facility in this case is a 'Modern Facility' like a clinic, a health centre, a dispensary, a hospital etc, and not an alpha-man, or herbalist, or spiritualist, or drug peddler etc.  
You may have to ask for the location of the facility in certain cases in order to visualize the distance and get as accurate an answer as possible.  
Record the appropriate code provided in the column *H15*.

#### ***H16 – Primary School***

181. Ask, 'what is the distance from your house to the nearest primary school?'  
You may have to ask for the location of the school in certain cases in order to visualize the distance and get as accurate an answer as possible.  
Record the appropriate code provided in the column *H16*.

#### ***H17 – Source of Water***

182. Ask, 'what is the distance from your house to the nearest source of water?'  
You may have to ask for the location of the source in certain cases in order to visualize the distance and get as accurate an answer as possible.  
Record the appropriate code provided in the column *H17*.

### SECTION 3 – AGRICULTURAL MODULE

#### *A1 – A2 Major Agricultural Activities*

183. If any of the crops listed is grown, ask for the acreage covered and record the answer as given (using three digits) against the crop. For those not grown, record '000'.

#### *A3 – A8 Number of Livestock Owned*

184. For each of A3 to A8, ask for the total number of the livestock owned by the household members and record as given using three digits. If none is owned, write '000', If 15 is owned, write '015', if 120 write '120'.

185. Do not leave any column blank.

#### *A9 – A16 Access to Agricultural Facilities*

186. These questions are asking about access to the facilities AND NOT numbers. Ask 'do household members have access to .....?' taking each facility in turn.

187 The answer is either '1' for yes, or '2' for no.

### SECTION 4 – OWNERSHIP OF

#### *Columns O1 – O11*

188. For each item, ask if any household member owns it.

If the item is owned, write '1'.

If the item is not owned, record '2'.

### SECTION 5 – DEATHS IN THE HOUSEHOLD

189. Questions *D1* to *D5* are asking about deaths of a usual member of the household, which took place in the 12 months prior to the Census Night i.e. those that occurred after 4<sup>th</sup> December 2003. This is irrespective of whether the person died in that household, in another household or in a health institution. Include children who died when they were very young but exclude stillbirths.

#### *D1 Occurrence of Death in the Last 12 Months*

190. Ask, 'did a usual household member die in the last 12 months?'

Record the appropriate code in the box provided.

If a death occurred in the household, record '1' in the box, and then ask *D2*, *D3*, *D4* and *D5*.

191. If nobody died in the household, record '2', end the interview and check your work properly, particularly to ensure that all questions have been asked and answers recorded.
192. If the answer is 'don't know', record '3', end the interview and check your work properly, particularly to ensure that all questions have been asked and answers recorded.
193. It is important that you know that the question you are asking the person is very sensitive. You should know how to handle the person who has lost somebody by sympathizing with him or her and at the same time informing him or her that the information you are collecting is necessary for the census.

#### ***D2 – Name of Deceased***

194. Ask for and record the names of the deceased persons in the space provided.
195. In cases where babies die before they are given a name, record as 'baby boy' or 'baby girl'.

#### ***D3 – Sex of Deceased***

196. Ask for and record the sex of the deceased.  
'1' for Male and '2' for Female

#### ***D4 – Age at Death***

197. Ask for and record the age of the deceased person before he/she died. Use a two digit code for recording age of the deceased person e.g. suppose a baby died before it was age 1, record age 00, and one who died at 7 years and 8 months, record 07.

#### ***D5 – Cause of Death***

198. Ask for the cause of death for each deceased person and record the appropriate code provided in the code list. Here you may have to probe to get adequate responses.

#### ***At The End Of The Interview***

199. Check everything you have written,
200. Make sure that no column has been left blank,
201. Make sure that the information you have recorded agrees item with item, and that you have not written anything that cannot be correct.
202. Correct any mistakes,
203. Sign and date the questionnaire,

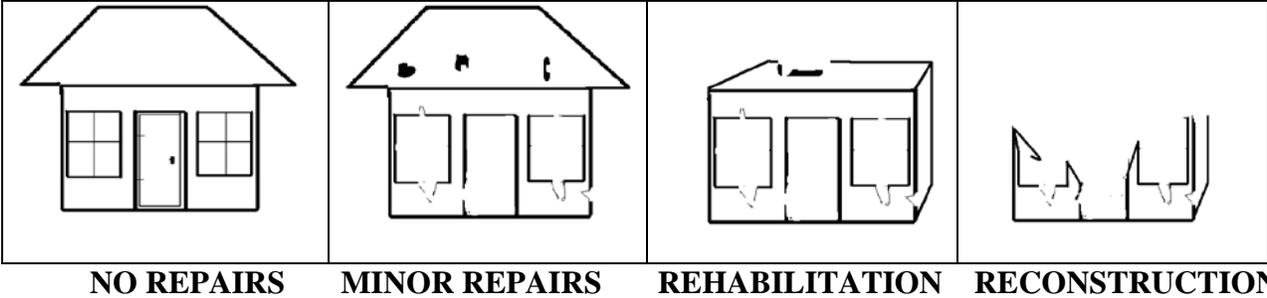
204. Affix the adhesive dwelling sticker to the household dwelling unit.
205. Then enter the number of persons you have enumerated in the summary.
206. FINALLY thank the members of the household for their help, take your leave and move on to the next household.

# ANNEXES

# DWELLING UNIT STATUS

This form is to be used for all building assessments including:  
Civil Authority structures  
Schools  
Health Facilities

## STATUS OF DWELLING



**ENUMERATOR’S GUIDE TO THE AGRICULTURAL  
MODULE (SECTION 3) MAJOR AGRICULTURAL ACTIVITIES  
UNDERTAKEN BY THE HOUSEHOLD**

**Step I:** In a separate sheet, list **all** fields cultivated by **each** household member.

**Step II:** Probe the area cultivated by each household member per crop.

(a) **Rice Fields** **For rice, you may ask:** *How many bushels of seed rice did you broadcast or transplant in your plot this year?*

The quantity of bushels will determine the number of Acres of rice cultivated as it is estimated that 1 Bushel = 1 Acre

**Example:** Upland rice fields cultivated by members of Household

No. 001:

-	Main Farm	=	6 Bushels
-	1 <sup>st</sup> Wife’s Farm	=	1.5 Bushel
-	2 <sup>nd</sup> Wife’s Farm	=	1 Bushel
-	Son’s Farm	=	<u>1 Bushel</u>
			<u>9.5 Bushels</u>

Total area under Upland rice for this Household is 9.5 Acres.

- This procedure also applies to lowland rice.

Please note that lowland rice include:

**Swamps; Boliland; Riverine and Mangrove Ecologies.**

(b) **Other Crops:** Calculating acreages under cultivation for other crops can be difficult and tricky, especially for non-Agriculturists.

However some simple methods have been adopted to come up with realistic estimates such as:

(i)	Groundnut:	3 Bushels (unshelled)	=	1 Acre
(ii)	Cassava Cuttings:	10 Bundles (@ 100 sticks/bundle)	=	1 Acre
(iii)	Sweet Potato:	10 Bags of Vines	=	1 Acre
(iv)	Maize:	50 Butter Cups	=	1 Acre

(v) Vegetable Seeds: 3 Butter Cups or 2 (250gm) Tins = 1 Acre

Using these seed rates to calculate the area of small plots, which are common in the farming communities could be tricky or difficult.

In such situations, the respondent should be encouraged to figure out area cultivate by using seed rice as a yard stick.

Example: The Enumerator may ask:

*If it were rice you planted on the plot of groundnut; cassava; potato or maize, how many bushels of seed rice would you have required?*

The answer (Number of bushels) can then be converted into **Acres**.

**Note:**

**Common Units of Measure:**

- 2 Kerosene Tins (CAN) = 1 Bushel
- 20 Three-pence Pans = 1 Bushel
- 10 Three-pence Pans = 1 Bushel

### **TREE/CASH CROPS**

Area under fruit/cash crops can be calculated by the number of stands planted as given below:-

<b>No.</b>	<b>Crop</b>	<b>No. of Stands/Tree per Acre</b>
1.	Coffee	450
2.	Cocoa	250
3.	Oil Palm	60
4.	Citrus	60

In situations where a Respondent cannot determine the number of trees planted, an Enumerator can also apply the seed-rice rate yardstick in Example II above.

## LIVESTOCK

Calculating the number of livestock owned by a household is straightforward.

This can be done by simple head count:

**Example III:** How many chickens are in this household?

-	Household Head	=	6
-	Wife I	=	12
-	Wife II	=	8
-	Mother	=	5
-	Daughter	=	<u>2</u>
			<u><b>33</b></u>

Total number of chickens owned by members of household No. 001 = 33,

The Answers is then entered in the appropriate column of the module.

It is worth-nothing that an Enumerator must ensure that every field cultivated by each household member is accounted for.

This can be done in a separate sheet and totals entered in the appropriate column of the Module.

This is also applicable to Livestock, Access to facilities, etc.

### **Access to Agricultural Facilities**

Enumerators should probe whether Household members have access to the various agricultural facilities listed in the module.

Tick the facility(s) available/accessible and not the number available.

The idea is to know whether such facilities are available and can be accessed by households in the Enumeration area.

**2004 POPULATION CENSUS DWELLING STICKER**

	<p><b>STATISTICS SIERRA LEONE</b> <b>2004 POPULATION AND HOUSING CENSUS</b> <b>DWELLING STICKER NUMBER 9999999999</b></p>
<p><b>FIRST CALL</b> <input type="checkbox"/>      <b>SECOND CALL BACK</b> <input type="checkbox"/> <b>COMPLETED</b> <input type="checkbox"/></p>	
<p><b>ENUMERATOR</b> _____ <b>DATE</b> _____</p>	

## CENSUS QUESTIONNAIRE - QUESTIONS AND RESPONSES

### SECTION I: POPULATION

ITEMS	QUESTION	RESPONSE	
P2 – P3	<b><u>NAME:</u></b> What are the names of all persons who spent census night here (December 4, 2004)? (Record names of all young and old starting with the household head)	SURNAME	FIRST NAME
P4	<b><u>RELATIONSHIP:</u></b> What is..... relationship to the Household Head?	1 Head 2 Spouse 3 Son/daughter 4 Sister/brother 5 nephew/Niece 6 Parent 7 In-Law 8 Grand Child 9 Other 0 Not Related	
P5	<b><u>AGE COMPLETED YEARS:</u></b> Age last Birthday: Under 1 record '00'. For 95 and over record '95'		
P6	<b><u>SEX:</u></b> Is... male or female?	1 M	2 F
P7	<b><u>RELIGION:</u></b> What is..... Religion?	01 Catholic 02 Anglican 03 Methodist 04 SDA 05 Pentecostal 06 Other Christian 07 Ahmadis Muslim 08 Sunni Muslim 09 Sheik Muslim 10 Other Muslim 11 Bahai 12 Traditional 13 None 14 Other	
P8-10	<b><u>NATIONALITY/ETHNICITY:</u></b> What is .... nationality /Ethnicity group  <b><u>LANGUAGE PRIMARY:</u></b> What is the primary language spoken by .....?  <b><u>LANGUAGE SECONDARY:</u></b> What is the Secondary language spoken by ....?	01 Krio 02 Mende 03 Temne 04 Madingo 05 Loko 06 Sherbro 07 Limba 08 Kissi 09 Kono 10 Susu	11 Fullah 12 Krim 13 Yalunka 14 Koranko 15 Vai 16 English 17 French 18 Arabic 19 Other 20 None
P11	<b><u>PLACE OF BIRTH:</u></b> In which chiefdom/ country was. Born? (record as given) - Chiefdom .... - Country.....		

## SECTION I: POPULATION (CONT'D)

ITEMS	QUESTION	RESPONSE	
P12	<b><u>PLACE OF RESIDENCE IN DECEMBER 1990:</u></b> Where was ... living in December 1990		
P13-14	<b><u>ORPHANHOOD:</u></b> Is.....mother alive? Is..... father alive?	1 Yes 2 No 3 Don't Know	1 Yes 2 No 3 Don't Know
P15	<b><u>DISABILITY:</u></b> - Is ..... disabled?	1 Yes 2 No (if 2, go to P19)	
P16	Type of disability?	01 Limited use of legs 02 Loss of leg(s) 03 Limited use of arms 04 Loss of arm(s) 05 Serious problem with back spine 06 Hearing difficulty 07 Unable to hear (Deafness) 08 Sight difficulty 09 Blindness 10 Speech impairment 11 Unable to speak (mute) 12 Mental retardation 13 Mental illness (strange behaviour) 14 Epileptic 15 Rheumatism 16 Others(specify)	
P17	Cause of disability?	1 Congenital (from birth) 2 Disease/illness 3 Transport Accident 4 Occupational injury 5 Other accident 6 War 7 Natural aging process 8 Other (specify)	
P18	Are you receiving any assistance?	1 Surgical operation 2 Medication 3 Assistive devices 4 Special education (mentally retarded) 5 Braille training/Sign language training 6 Skills training (vocational) 7 Counselling 8 Financial 9 Other (specify) 0 None	

## SECTION I: POPULATION (CONT'D)

ITEMS	QUESTION	RESPONSE	
P19	<b>PERSONS 6 YEARS AND OVER</b>		
	<b>SCHOOL ATTENDANCE:</b> Has... ever attended school?	1 Never 2 Still 3 Left (if 1, go to P21)	
P20	<b>HIGHEST LEVEL ATTAINED:</b> What is the highest level that ...attained?	01 None 11 Kindergarten 21 Primary 1 22 Primary 2 23 Primary 3 24 Primary 4 25 Primary 5 26 Primary 6 31 JSS 1 – 3 41 SSS 1 – 3	51 Voc/Comm 61 Teacher Training (TC/HTC) 62 Technical (OND, HND) 63 Nursing (up to SRN) 71 Tertiary (Certificate/Diploma) 72 Tertiary(First Degree) 73 Tertiary (Post-graduate) 81 Koranic 92 Other (specify)
P21	<b>LITERACY:</b> Can..... read and write in any language?	1 Yes 2 No	
P22	<b>PERSONS 10 YEARS AND OVER</b>		
	<b>MARITAL STATUS:</b> What is the marital status of ...?	1 Never Married 2 Engaged 3 Married Monogamous 4 Married Polygamous 5 Separated 6 Divorced 7 Widowed	
P23	<b>TYPE OF ECONOMIC ACTIVITY</b>		
	What was ... main activity status in the past one month?	1 Paid employee 2 Self employed 3 Unpaid family worker 4 Looking for work 5 Not working & not looking for work 6 Household work 7 Full time student 8 Retired/pensioner 0 Other (specify)	
P24	What kind of work did...do?	1 Legislators, Senior officials & managers 2 Professionals 3 Technicians & Associate Professionals 4 Clerks 5 Service workers, shop and market sales workers 6 Skilled agricultural and fishery worker 7 Craft and related trade workers 8 Plant & machine operators & assemblers 9 Elementary occupations 0 Armed Forces	

## SECTION I: POPULATION (CONT'D)

ITEMS	QUESTION	RESPONSE	
P25	What is the main economic activity of the place where....works?	1 Crop Farming 2 Livestock 3 Poultry 4 Hunting and Forestry 5 Fishing 6 Mining and Quarrying 7 Manufacturing 8 Electricity, Gas and Water supply 9 Construction 10 Wholesale & Retail Trade, repair of Motor Vehicles, Motorcycles and personal household goods 11 Hotels and Restaurants 12 Transport, Storage & Communication 13 Financial Intermediation 14 Real Estate, Renting and Business activities 15 Public administration and defence, compulsory social security 16 Education 17 Health and social work 18 Other community, social and personal service activities 19 Private households with employed Persons 20 Extra-territorial organizations and bodies	
	<b>FEMALES AGED 10 YEARS AND OVER</b>		
	HOW MANY CHILDREN HAVE BEEN BORN ALIVE TO....WHO ARE		
P26-27	Total '00' No child	M	F
P28-29	Living in this household (record as given) '00' No child	M	F
P30-31	Living in elsewhere (record as given) '00' No child	M	F
P32-33	Dead (record as given) '00' No child	M	F
	<b>FEMALES 10-54 YEARS</b>		
	PARTICULARS OF HER MOST RECENT BIRTH (LAST 12 MONTHS)		
P34-35	Year/Month (record as given - year in full)	Year	Month
P36	Sex	1. M 2. F	

SECTION I: POPULATION (CONT'D)

ITEMS	QUESTION	RESPONSE		
P37	Is the child alive?	1 Yes 2 No		
P38	<b>IMMUNIZATION FOR AGE STATUS:</b>	At Birth	BCG OPV 0	Tuberculosis Poliomyelitis Diphtheria Whooping Cough Tetanus Hepatitis (B)
		6 Weeks	1 <sup>st</sup> OPV 1 <sup>st</sup> DTP 1 <sup>st</sup> Hep B	
		10 Weeks	2 <sup>nd</sup> OPV 2 <sup>nd</sup> DTP 2 <sup>nd</sup> Hep B	
		14 Weeks	3 <sup>rd</sup> OPV 3 <sup>rd</sup> DTP 3 <sup>rd</sup> Hep B	

SECTION 2: HOUSING FACILITIES

ITEMS	QUESTION	RESPONSE
H01	WHAT IS THE CURRENT STATUS OF THE DWELLING UNIT?	1. No Repairs 2. Minor Repairs 3. Rehabilitation 4. Reconstruction
H02	HOW MANY ROOMS DOES THE HOUSEHOLD OCCUPY?	
H03	HOW MANY BEDS WITH MOSQUITO NET	A. IMPREGNATED B. REGULAR C. NONE
H04	HOW WAS THIS DWELLING ACQUIRED?	01 Purchased 02 Constructed 03 Inherited 04 Squatter 05 Other (Specify) <b>EMPLOYER PROVIDED</b> 06 Government 07 Private 08 Parastatal 09 Quasi-Government <b>RENTING</b> 10 Government 11 Housing Corporation 12 Private 13 Parastatal 14 Quasi-Government

SECTION 2: HOUSING FACILITIES (CONT'D)

ITEMS	QUESTION	RESPONSE
	<b>MAJOR MATERIAL OF CONSTRUCTION OF DWELLING UNITS</b>	
H05	ROOF	<ol style="list-style-type: none"> <li>1. Concrete</li> <li>2. Asbestos</li> <li>3. Zinc</li> <li>4. Thatch</li> <li>5. Tarpaulin</li> <li>6. Tiles</li> <li>7. Other</li> </ol>
H06	WALL	<ol style="list-style-type: none"> <li>01 Stone</li> <li>02 Cement Blocks</li> <li>03 Clay Bricks</li> <li>04 Sandcrete</li> <li>05 Zinc</li> <li>06 Timber</li> <li>07 Mud Bricks</li> <li>08 Poles/Reed</li> <li>09 Tarpaulin</li> <li>10 Mud &amp; Wattle</li> <li>11 Other(specify)</li> </ol>
H07	FLOOR	<ol style="list-style-type: none"> <li>1. Stone</li> <li>2. Tiles</li> <li>3. Cement</li> <li>4. Wood</li> <li>5. Mud</li> <li>6. Other</li> </ol>
H08	HOW DO YOU DISPOSE OF RUBBISH?	<ol style="list-style-type: none"> <li>1. Collected</li> <li>2. Dumped anywhere</li> <li>3. Burnt</li> <li>4. Buried</li> <li>5. Deposited in Bin</li> <li>6. Other</li> </ol>
H09	WHAT IS YOUR PRINCIPAL SOURCE OF FUEL SUPPLY FOR COOKING	<ol style="list-style-type: none"> <li>1. Electricity</li> <li>2. Gas</li> <li>3. Kerosene</li> <li>4. Charcoal</li> <li>5. Wood</li> <li>6. Other</li> </ol>
H10	WHAT IS YOUR PRINCIPAL SOURCE FOR LIGHTING	<ol style="list-style-type: none"> <li>1. NPA/BKPS</li> <li>2. Gas</li> <li>3. Kerosene</li> <li>4. Generator</li> <li>5. Battery/Rechargeable Light</li> <li>6. Candle</li> <li>7. Wood</li> <li>8. Other</li> </ol>

## SECTION 2: HOUSING FACILITIES (CONT'D)

ITEMS	QUESTION	RESPONSE
H11	WHAT IS YOUR PRINCIPAL SOURCE OF WATER SUPPLY FOR DRINKING?	01 Piped indoors 02 Piped in compound 03 Public Tap 04 Protected Ordinary Well 05 unprotected Ordinary Well 06 Mechanical Well 07 River/Riverbed/Stream 08 Neighbour's Tap 09 Water Vendor/Bowser 10 Other(specify)
	WHAT KIND OF FACILITIES DO YOU HAVE FOR	
H12	<b>TOILET</b>	<b>COMMUNAL</b> 11 VIP 12 Flushed inside 13 Flushed outside 14 Pit 15 Bucket 16 Bush/River bed 17 Other (specify) <b>PRIVATE</b> 21 VIP 22 Flushed inside 23 Flushed outside 24 Pit 25 Bucket 26 Other (specify)
H13	<b>BATHING</b>	1. Inside 2. Outside; built 3. Outside makeshift 4. Other (specify) 5. None
H14	WHAT IS THE HOUSEHOLD MAIN SOURCE OF INFORMATION	1. Radio 2. Television 3. Print Media 4. Post Mail 5. Hand Mail 6. Word of Mouth 7. Church/ Mosque 8. Other (specify)

SECTION 2: HOUSING FACILITIES (CONT'D)

ITEMS	QUESTION	RESPONSE
	WHAT IS THE DISTANCE FROM HOME TO THE NEAREST	
H15	<b>HEALTH FACILITY</b>	1. On Premises 2. < ½ mile 3. ½mile < 1 mile 4. 1mile < 5miles 5 5miles and above
H16	<b>PRIMARY SCHOOL</b>	1. On Premises 2. < ½ mile 3. ½mile < 1 mile 4. 1mile < 5miles 5 5miles and above
H17	<b>SOURCE OF WATER</b>	1. On Premises 2. < ½ mile 3. ½mile < 1 mile 4. 1mile < 5miles 5 5miles and above

### SECTION 3: AGRICULTURAL MODULE

ITEMS	QUESTION	RESPONSE	
A1-A2	WHAT ARE THE MAJOR AGRICULTURAL ACTIVITIES UNDERTAKEN BY THE HOUSEHOLD?	<b>CROP</b> 01 Upland Rice 02 Lowland Rice 03 Cassava 04 Sweet Potato 05 Groundnut 06 Maize 07 Coffee 08 Cacao 09 Oil palm 10 Citrus 11 Vegetables	<b>ACREAGE</b>
	WHAT IS THE NUMBER OF LIVESTOCK OWNED BY HOUSEHOLD MEMBERS	<b>NUMBER</b>	
A3	Cattle		
A4	Sheep		
A5	Goat		
A6	Pigs		
A7	Chicken		
A8	Duck		
	DO HOUSEHOLD MEMBERS HAVE ACCESS TO AGRICULTURAL FACILITIES		
A9	Tractors		
A10	Power Tillers		
A11	Threshers		
A12	Rice Mills		
A13	Stores		
A14	Drying Floor		
A15	Cassava Grater		
A16	Oil Palm Pressers		

**SECTION 4: OWNERSHIP OF**

ITEMS	QUESTION	RESPONSE
	<b>DOES THE HOUSEHOLD OWN ANY OF THE FOLLOWING (include items only if they are in working condition)</b>	
O1	Electric Iron	
O2	Refrigerator	
O3	Television	
O4	Computer	
O5	Radio	
O6	Telephone	
O7	Cell phone	
O8	Modern Stove	
O9	Bicycle	
O10	Motor cycle	
O11	Car/Truck	

**SECTION 5: DEATHS IN THE HOUSEHOLD**

ITEMS	QUESTION	RESPONSE			
		D2	D3	D4	D5
D1	<b>DID A DEATH OCCUR IN THIS HOUSEHOLD IN THE LAST 12 MONTH?</b>  1 Yes, 2 No, 3 Don't Know If yes, answer questions D2,D3,D4,&D5	<b>Name of the Deceased</b>	<b>Sex</b>  1 M 2 F	<b>Age at Death</b>	<b>Cause of death</b>
		1.			
		2.			
		3.			
		4.			
		5.			
		6.			

## DISTRIBUTION OF CHIEFDOMS AND WARDS BY DISTRICT

PROVINCE	DISTRICT	CHIEFDOM /WARD	PROVINCE CODE	DISTRICT CODE	CHIEFDOM /WARD CODE
Eastern	Kailahun	Dea	1	11	<b>1101</b>
Eastern	Kailahun	Jawie	1	11	<b>1102</b>
Eastern	Kailahun	Kissi Kama	1	11	<b>1103</b>
Eastern	Kailahun	Kissi Teng	1	11	<b>1104</b>
Eastern	Kailahun	Kissi Tongi	1	11	<b>1105</b>
Eastern	Kailahun	Kpeje Bongre	1	11	<b>1106</b>
Eastern	Kailahun	Kpeje West	1	11	<b>1107</b>
Eastern	Kailahun	Luawa	1	11	<b>1108</b>
Eastern	Kailahun	Malema	1	11	<b>1109</b>
Eastern	Kailahun	Mandu	1	11	<b>1110</b>
Eastern	Kailahun	Njaluahun	1	11	<b>1111</b>
Eastern	Kailahun	Penguia	1	11	<b>1112</b>
Eastern	Kailahun	Upper Bambara	1	11	<b>1113</b>
Eastern	Kailahun	Yawei	1	11	<b>1114</b>
Eastern	Kenema	Dama	1	12	<b>1201</b>
Eastern	Kenema	Dodo	1	12	<b>1202</b>
Eastern	Kenema	Gaura	1	12	<b>1203</b>
Eastern	Kenema	Gorama Mende	1	12	<b>1204</b>
Eastern	Kenema	Kandu Lekpeama	1	12	<b>1205</b>
Eastern	Kenema	Koya	1	12	<b>1206</b>
Eastern	Kenema	Langrama	1	12	<b>1207</b>
Eastern	Kenema	Lower Bambara	1	12	<b>1208</b>
Eastern	Kenema	Malegohun	1	12	<b>1209</b>
Eastern	Kenema	Niawa	1	12	<b>1210</b>
Eastern	Kenema	Nomo	1	12	<b>1211</b>
Eastern	Kenema	Nongowa	1	12	<b>1212</b>
Eastern	Kenema	Simbaru	1	12	<b>1213</b>
Eastern	Kenema	Small Bo	1	12	<b>1214</b>
Eastern	Kenema	Tunkia	1	12	<b>1215</b>
Eastern	Kenema	Wandor	1	12	<b>1216</b>
Eastern	Kenema	Kenema Town	1	12	<b>1291</b>

Eastern	Kono	Fiama	1	13	<b>1301</b>
Eastern	Kono	Gbane	1	13	<b>1302</b>
Eastern	Kono	Gbane Kandor	1	13	<b>1303</b>
Eastern	Kono	Gbense	1	13	<b>1304</b>
Eastern	Kono	Gorama Kono	1	13	<b>1305</b>
Eastern	Kono	Kamara	1	13	<b>1306</b>
Eastern	Kono	Lei	1	13	<b>1307</b>
Eastern	Kono	Mafindor	1	13	<b>1308</b>
Eastern	Kono	Nimikoro	1	13	<b>1309</b>
Eastern	Kono	Nimiyama	1	13	<b>1310</b>
Eastern	Kono	Sandor	1	13	<b>1311</b>
Eastern	Kono	Soa	1	13	<b>1312</b>
Eastern	Kono	Tankoro	1	13	<b>1313</b>
Eastern	Kono	Toli	1	13	<b>1314</b>
Eastern	Kono	Koidu Town	1	13	<b>1391</b>
Northern	Bombali	Biriwa	2	21	<b>2101</b>
Northern	Bombali	Bombali Sebor	2	21	<b>2102</b>
Northern	Bombali	Gbanti-Kamaranka	2	21	<b>2103</b>
Northern	Bombali	Gbendembu Ngowahun	2	21	<b>2104</b>
Northern	Bombali	Libeisaygahun	2	21	<b>2105</b>
Northern	Bombali	Magbaimba Ndorhahun	2	21	<b>2106</b>
Northern	Bombali	Makari Gbanti	2	21	<b>2107</b>
Northern	Bombali	Paki Masabong	2	21	<b>2108</b>
Northern	Bombali	Safroko Limba	2	21	<b>2109</b>
Northern	Bombali	Sanda Loko	2	21	<b>2110</b>
Northern	Bombali	Sanda Tenraran	2	21	<b>2111</b>
Northern	Bombali	Sella Limba	2	21	<b>2112</b>
Northern	Bombali	Tambakka	2	21	<b>2113</b>
Northern	Bombali	Makeni Town	2	21	<b>2191</b>
Northern	Kambia	Bramaia	2	22	<b>2201</b>
Northern	Kambia	Gbinle -Dixing	2	22	<b>2202</b>
Northern	Kambia	Magbema	2	22	<b>2203</b>
Northern	Kambia	Mambolo	2	22	<b>2204</b>
Northern	Kambia	Masungbala	2	22	<b>2205</b>
Northern	Kambia	Samu	2	22	<b>2206</b>
Northern	Kambia	Tonko Limba	2	22	<b>2207</b>

Northern	Koinadugu	Dembelia Sinkunia	2	23	<b>2301</b>
Northern	Koinadugu	Diang	2	23	<b>2302</b>
Northern	Koinadugu	Follosaba Dembelia	2	23	<b>2303</b>
Northern	Koinadugu	Kasunko	2	23	<b>2304</b>
Northern	Koinadugu	Mongo	2	23	<b>2305</b>
Northern	Koinadugu	Neya	2	23	<b>2306</b>
Northern	Koinadugu	Nieni	2	23	<b>2307</b>
Northern	Koinadugu	Sengbe	2	23	<b>2308</b>
Northern	Koinadugu	Sulima	2	23	<b>2309</b>
Northern	Koinadugu	Wara Wara Bafodia	2	23	<b>2310</b>
Northern	Koinadugu	Wara Wara Yagala	2	23	<b>2311</b>
Northern	Port Loko	BKM	2	24	<b>2401</b>
Northern	Port Loko	Buya Romende	2	24	<b>2402</b>
Northern	Port Loko	Dibia	2	24	<b>2403</b>
Northern	Port Loko	Kaffu Bullom	2	24	<b>2404</b>
Northern	Port Loko	Koya	2	24	<b>2405</b>
Northern	Port Loko	Lokomasama	2	24	<b>2406</b>
Northern	Port Loko	Maforki	2	24	<b>2407</b>
Northern	Port Loko	Marampa	2	24	<b>2408</b>
Northern	Port Loko	Masimera	2	24	<b>2409</b>
Northern	Port Loko	Sanda Magbolontor	2	24	<b>2410</b>
Northern	Port Loko	TMS	2	24	<b>2411</b>
Northern	Tonkolili	Gbonkolenken	2	25	<b>2501</b>
Northern	Tonkolili	Kafe Simira	2	25	<b>2502</b>
Northern	Tonkolili	Kalansogoia	2	25	<b>2503</b>
Northern	Tonkolili	Kholifa Mabang	2	25	<b>2504</b>
Northern	Tonkolili	Kholifa Rowalla	2	25	<b>2505</b>
Northern	Tonkolili	Kunike Barina	2	25	<b>2506</b>
Northern	Tonkolili	Kunike Sanda	2	25	<b>2507</b>
Northern	Tonkolili	Malal Mara	2	25	<b>2508</b>
Northern	Tonkolili	Sambaya	2	25	<b>2509</b>
Northern	Tonkolili	Tane	2	25	<b>2510</b>
Northern	Tonkolili	Yoni	2	25	<b>2511</b>
Southern	Bo	Badjia	3	31	<b>3101</b>
Southern	Bo	Bagbo	3	31	<b>3102</b>
Southern	Bo	Bagbwe	3	31	<b>3103</b>
Southern	Bo	Baoma	3	31	<b>3104</b>
Southern	Bo	Bumpe Ngawo	3	31	<b>3105</b>
Southern	Bo	Gbo	3	31	<b>3106</b>

Southern	Bo	Jaiama-Bongor	3	31	<b>3107</b>
Southern	Bo	Kakua	3	31	<b>3108</b>
Southern	Bo	Komboya	3	31	<b>3109</b>
Southern	Bo	Lugbu	3	31	<b>3110</b>
Southern	Bo	Niawa Lenga	3	31	<b>3111</b>
Southern	Bo	Selenga	3	31	<b>3112</b>
Southern	Bo	Tikonko	3	31	<b>3113</b>
Southern	Bo	Valunia	3	31	<b>3114</b>
Southern	Bo	Wunde	3	31	<b>3115</b>
Southern	Bo	Bo Town	3	31	<b>3191</b>

Southern	Bonthe	Bendu Cha	3	32	<b>3201</b>
Southern	Bonthe	Bum	3	32	<b>3202</b>
Southern	Bonthe	Dema	3	32	<b>3203</b>
Southern	Bonthe	Imperi	3	32	<b>3204</b>
Southern	Bonthe	Jong	3	32	<b>3205</b>
Southern	Bonthe	Kpanda Kemo	3	32	<b>3206</b>
Southern	Bonthe	Kwamebai Krim	3	32	<b>3207</b>
Southern	Bonthe	Nongoba Bullom	3	32	<b>3208</b>
Southern	Bonthe	Sittia	3	32	<b>3209</b>
Southern	Bonthe	Sogbini	3	32	<b>3210</b>
Southern	Bonthe	Yawbeko	3	32	<b>3211</b>
Southern	Bonthe	Bonthe Town	3	32	<b>3291</b>

Southern	Moyamba	Bagruwa	3	33	<b>3301</b>
Southern	Moyamba	Bumpeh	3	33	<b>3302</b>
Southern	Moyamba	Dasse	3	33	<b>3303</b>
Southern	Moyamba	Fakunya	3	33	<b>3304</b>
Southern	Moyamba	Kagboro	3	33	<b>3305</b>
Southern	Moyamba	Kaiyamba	3	33	<b>3306</b>
Southern	Moyamba	Kamajei	3	33	<b>3307</b>
Southern	Moyamba	Kongbora	3	33	<b>3308</b>
Southern	Moyamba	Kori	3	33	<b>3309</b>
Southern	Moyamba	Kowa	3	33	<b>3310</b>
Southern	Moyamba	Lower Banta	3	33	<b>3311</b>
Southern	Moyamba	Ribbi	3	33	<b>3312</b>
Southern	Moyamba	Timdale	3	33	<b>3313</b>
Southern	Moyamba	Upper Banta	3	33	<b>3314</b>

Southern	Pujehun	Barri	3	34	<b>3401</b>
Southern	Pujehun	Gallinasperi	3	34	<b>3402</b>
Southern	Pujehun	Kpaka	3	34	<b>3403</b>
Southern	Pujehun	Kpanga-Kabonde	3	34	<b>3404</b>
Southern	Pujehun	Makpele	3	34	<b>3405</b>
Southern	Pujehun	Malen	3	34	<b>3406</b>
Southern	Pujehun	Mano Sakrim	3	34	<b>3407</b>
Southern	Pujehun	Panga Krim	3	34	<b>3408</b>
Southern	Pujehun	Pejeh	3	34	<b>3409</b>
Southern	Pujehun	Soro Gbema	3	34	<b>3410</b>
Southern	Pujehun	Sowa	3	34	<b>3411</b>
Southern	Pujehun	YKK	3	34	<b>3412</b>
<hr/>					
Western Area	Rural	Koya	4	41	<b>4101</b>
Western Area	Rural	Mountain	4	41	<b>4102</b>
Western Area	Rural	Waterloo	4	41	<b>4103</b>
Western Area	Rural	York Rural	4	41	<b>4104</b>
<hr/>					
Western Area	Urban	Central 1	4	42	<b>4201</b>
Western Area	Urban	Central 2	4	42	<b>4202</b>
Western Area	Urban	East 1	4	42	<b>4203</b>
Western Area	Urban	East 2	4	42	<b>4204</b>
Western Area	Urban	East 3	4	42	<b>4205</b>
Western Area	Urban	West 1	4	42	<b>4206</b>
Western Area	Urban	West 2	4	42	<b>4207</b>
Western Area	Urban	West 3	4	42	<b>4208</b>