



# NATIONAL POPULATION AND HOUSING CENSUS 2010

## Editor's Manual Volume I Belize



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## **Overview of the Population and Housing Census**

### **What is a Population and Housing Census?**

A modern Population and Housing Census may be defined as the process of collecting, compiling, analyzing and publishing demographic, socio-economic and environmental data pertaining to all persons in a country at a specified time.

A census can also be described as a form of national stocktaking. It is a complete count of the population and living quarters and provides detailed benchmark data on the size of the population, age structure, educational attainment, economic activity, disability, housing and household amenities and other major socio-economic characteristics.

A Population and Housing Census is the single most extensive, complicated and expensive statistical operation that will ever be undertaken by a national statistics office. The Census is the main source of nationwide statistics, not only at the national level, but also at the sub-national level, down to the smallest geographical unit. This smallest geographical unit is referred to as an "Enumeration District" (ED). The ED can be considered as a census/statistical "building block".

For operational, financial and other reasons, there are limitations to the amount and level of sophistication of information that can be collected on a full-coverage basis during a census. Complicated, detailed and specialized information is usually not collected in a census but by means of a survey on a sample basis.

### **Why take a Census?**

Most countries conduct a census every 10 years. During that period of time, many changes in the social fabric of a country may have taken place. These changes include fluctuating rates of population growth due to the average number of births and deaths and migration patterns, and changes in the characteristics of the population such as employment and school enrollment, all of which will have implications on the demand for social services e.g. health, education and infrastructure including water, electricity and transportation systems etc. Census data is useful to government policy makers, private industry, the media, academia, researchers, labour organizations, small and large businesses and the general public itself. The results of a census can be used as critical reference to ensure equity in distribution of wealth, government services and representation nationwide. Census statistics can also be used as benchmarks for statistical compilation or as a sampling frame for sample surveys. Since census data can be tabulated for any geographical unit, it is possible to provide the required statistics in a remarkably flexible manner.

This is important where the administrative unit is not equivalent to the geographical unit required to make a decision. For example, for planning the location of a school, it is necessary to have the data on the distribution of school-age children for a given geographical area rather than by village.

Census results are also necessary for preparing population projections which is crucial for all segments of the public and private sectors.

## **Why Belize Census?**

The last Population and Housing Census in Belize was conducted in 2000. The 2010 census is necessary to update and provide the benchmark data that are important to planning and policy making. The 2010 census will also provide the framework, which will facilitate inter-censal investigations and surveys.

## **Authority**

The Census is conducted in accordance with the Census Act, Chapter 155 of the Laws of Belize, Revised Edition 2000.

## **Who is counted?**

All persons who usually reside within the borders of Belize at the time of enumeration are to be counted in the census regardless of citizenship or length of stay. Each person and each set of living quarters should be enumerated as of the same well-defined point in time and the data collected should refer to a well-defined reference period. Members of Her Majesty's Armed Forces and their families, living in military barracks or camps in Belize, and members of the diplomatic corps living in the residences of ambassadors or High Commissioners to Belize shall not be included in the census. Persons are to be counted at wherever their usual place of residence is at the time of enumeration. The following types of persons who are outside the country are to be counted where they usually live in Belize:

1. Persons temporarily absent for less than 6 months on business or holiday.
2. Persons temporarily absent for more than 6 months in connection with their work such as Diplomats, or crew members of vessels at sea who are expected to return to a household in Belize.
3. Persons attending school who intend to return to Belize.

## **How is a census taken?**

While the term Census is generally taken to mean counting of the country's population and the recording of certain of their characteristics at a particular point in time, several distinct operations have to be completed before a picture of the population can be presented.

In the first place, strategic and detailed operational plans must be drawn up outlining what information is to be collected, how it is to be recorded and how the findings are to be presented and analyzed. After these have been settled, the next step is to organize the collection of the data in the field under careful supervision and extensive quality control.

The country is divided into small areas called Enumeration Districts (EDs) and an enumerator is assigned to each ED. For about four weeks after Census Day, the enumerator will visit every building in his/her enumeration district and interview the persons occupying each building. The enumerator is required to ensure that he/she understands fully the collection procedures, what questions are to be asked and how to record the answers quickly and correctly on the questionnaires provided. If the enumeration is of high quality, then the final tabulations and analysis, which will be published, will also be of good quality and useable for informed decision making by policy makers.

Field supervisors are placed in charge of a number of enumerators to monitor their work and to address and resolve any problems, which may arise while the field work is being done. The supervisors also act as a link between enumerators and the Census Office in the respective districts. At the district census offices, the completed questionnaires will be checked, coded and made ready for data capture and processing.

### **Who provides the census information?**

The term “census” implies that each individual and each set of living quarters is enumerated separately and that the characteristics thereof are separately recorded. Ideally, every individual in the household should be interviewed, but this is not always possible. It is therefore permitted for any responsible adult (18 years or older) to act as a proxy respondent to provide the information about all the persons in that household, provided that he/she knows all the required answers. If he/she does not know some of the information, you should re-visit the household to obtain the missing information directly from the individual concerned.

### **Census information is Confidential**

The law (Census Act Chapter 155) requires that all information collected from the Census must be kept confidential. You, and all other field staff, as well as the permanent employees of the Statistical Institute of Belize, will be required to take and sign an oath of secrecy swearing that you will not reveal any census information to anyone who is not a sworn employee of the Census organization. This means that you will not divulge any census information, under any circumstances, to anyone, even to members of your family. There are penalties associated with the breaking of this oath.

### **The Importance of your Role**

As an editor, you play a vital part in the census operations. The completeness and accuracy of the data that you process will determine the value of the entire operation. Every effort must be made to ensure complete and accurate answers to questions are recorded, and that any mistakes or inconsistencies are brought to the attention of your supervisor, who can pass this information back to the enumerators in the field. You can only do this if you completely understand the instructions and ask your supervisor when you are unsure of how to deal with certain situations.

### **Census Information and Confidentiality**

During your work you will come across personal and sensitive information. It is important to note the following:

- ▶ Census information is kept strictly confidential. It is against the law for any census worker to divulge information to any unauthorized individual or organization whatsoever.
- ▶ All persons engaged in the census have taken an oath of secrecy, whether they are working in the field or in the census office. Breaking the confidentiality rules of the census in particular is a very serious offence. There are severe penalties in place for enumerators (or other census staff) who talk to outsiders about census information provided by respondents and those who do not treat census records as confidential.

- ▶ No information about any individual can be made available to any agency, not even to another government department or policy agency.
- ▶ No personal information or micro-data will ever be released. The information collected will be used solely in the tabulations indicating the aggregate size and structure of the population; cross classified by various general characteristics.
- ▶ Respondents are required by the Census Act to supply information to census takers. Penalties include a fine of up to \$1,000 or imprisonment of up to six months. However, we ask that respondents cooperate willingly.
- ▶ The information collected will be used by government policy makers to improve social and economic conditions for the population.

The following tips will help you avoid any breaching of confidentiality:

- ▶ DO remember that confidentiality covers ALL the information obtained during your duties, including anything you are told or anything you may have observed.
- ▶ DON'T talk about individuals with other people. Be discreet. Even a casual remark can be a breach of confidentiality.
- ▶ DON'T give questionnaires with any information, even if questionnaires are incomplete, to anyone except your supervisor.
- ▶ DON'T leave any questionnaire with information unattended..
- ▶ DON'T allow any unauthorized person in you to your office or work area.

In addition, all census materials issued to you (even the spoilt questionnaires) must be returned to your supervisor so that they may be carefully stored for future use or destroyed.

### **Data Falsification**

Your job will not always be easy. Sometimes your progress may not be going well, even though you want to do a good job and keep on schedule. However, you must not submit made-up work to your supervisor under any circumstances. Office personnel and supervisors are trained to recognize fictitious materials. Additionally, a percentage of all work will be verified for accuracy, thus the chances of getting caught are very high. If any work you submit is found to be made-up, you will be dismissed immediately from your job and legal action may be taken against you.

### **Hours of Work**

Your hours of work will be from 8am to 5pm, with an hour for lunch Monday to Thursday. On Friday you will work from 8am to 4pm, with an hour for lunch.

## **Introduction to the Questionnaire**

The Population and Housing Census questionnaire is made up of three parts, an Administrative component, a Household Questionnaire and a Person Questionnaire. The questionnaires have been bound into booklets, each comprising of the Administrative part, one (1) Household Questionnaire and

five (5) Person Questionnaires. Households exceeding five (5) members are required to use as many Extra Person Questionnaires as required to enumerate each member of that household.

The Administrative Part of the questionnaire comprises four pages

- ▶ Cover page for recording information identifying the household and its location
- ▶ Page 2
  - Record of visits
  - Written address of Household
  - Staff identification grid
- ▶ Page 3 Listing of Household Members
- ▶ Page 4
  - Comment
  - Extra Person Questionnaire bar code number

The Household Questionnaire is covered in pages 5 to 9 and contains questions about the housing and related conditions under which the household lives and includes sections on:

Section 1 – Housing

Section 2 – Emigration

Section 3 – Agriculture

Section 4 – Environment

Section 5 – Crime

Section 6 – Mortality

Section 7 – Women in Leadership

This questionnaire uses households as the unit of enumeration. It should be answered by a responsible adult only, i.e. a person 18 years or older, except where the eldest member of the household is less than 18 years.

The Person Questionnaire relates to each member of the household. It can be completed by any responsible adult, or persons 14 to 17 years old with the consent of an adult. The Person Questionnaire includes sections on:

Section 8	General Characteristics	For all persons
Section 9	Migration	For all persons
Section 10	Disability & Health	For all persons
Section 11	Education	For persons 2 years and over
Section 12	Access to the Internet	For persons 5 years and over
Section 13	Training	For persons 14 years and over
Section 14	Economic Activity	For persons 14 years and over
Section 15	Marital and Union Status	For persons 15 years and over
Section 16	Fertility	For females 15 years and over



## Questionnaire Care & Security

It is of utmost importance that the questionnaires be handled with the greatest care. They must not be defaced, suffer undue erasures (although clean and light erasures are permissible), there must be no creasing, bending, 'dog-earring' etc. The questionnaires must be kept clean. Store in safe area, dry and out of reach of pets and children. The questionnaires should not be accessible to other members of your household.

## General Features of the Questionnaire












The information collected on the questionnaires will be scanned into a database with a software program called Teleform. The questionnaire has been designed using this software which will automatically read the pencil marks on each questionnaire, allowing for faster and more accurate data capture. For this to be possible, the answers must be marked precisely and legibly. Only the pencils provided are to be used to complete the questionnaires, as pens and other pencil types cannot be read by the scanner. The design of the questionnaire incorporates some standard rules which will help you conduct the interview. These are as follows:

- ▶ Each questionnaire has a title written in bold uppercase letters, see pages 5 and 10
- ▶ Each section of the questionnaire has a title in upper case, white letters against a gray background. See SECTION 1 HOUSING.
- ▶ Each section of the questionnaire has a brief introduction to what type of data will be collected in that section. The introduction is intended to prepare the respondents for the questions which will follow and is to be read to the respondent. See introduction after SECTION 1 HOUSING.
- ▶ Questions are written in title case bold (e.g. What is your/N's sex?) and should be read out to the interviewee exactly as written in the questionnaire. Follow the exact order of the questions as they are in the questionnaire, paying strict attention to Skip patterns.
- ▶ Instructions to the interviewer are written in upper case, white against black background e.g. Skip instructions **SKIP TO 1.5** (see Q1.2), 'Go To' instructions (see Q2.1), Decisions (Q2.4), and Action (Q6.4) to be taken.
- ▶ Any instruction to the interviewer should not be read aloud, but should be followed to ensure that only the appropriate questions are asked. Skip patterns are to be followed carefully. Not doing so can result in necessary information being omitted and information that is not applicable being asked.
- ▶ Where only one response is allowed for a given question, the bubble to be filled is round. See Q4.1
- ▶ Where multiple responses are allowed for a given question, the bubbles are square. See Q7.2
- ▶ The response areas for questions that will require coding are usually shaded gray and may or may not have the words "Office use only". See Q9.1a and Q11.3
- ▶ Most questions include the category "Other". Whenever this category is selected, you must specify the answer provided by the respondent. Use this category only when no other category is suitable or where you are uncertain on how to classify the response.

- ▶ Most questions also include the category “DK/NS”(Don’t know/Not Stated) after all attempts at getting an answer have been exhausted.

## Shading the Bubbles

Many of the questions provide you with a choice of answers. First, read the question and if the answer is one of the responses then shade the bubble beside the answer with the 2B pencil provided. Shade the whole bubble. Anything outside the bubble will NOT be read by the scanner. If none of the options are given by the respondent then shade the bubble beside “Other” and write in the response on the line provided. To shade the bubble you should completely fill the circle or square, and not place a tick or other such mark through it (see the following examples).

	  	
Blank circular bubble	Incorrect methods of recording an answer in a circular bubble	Correct method of recording an answer in a circular bubble
	   	
Blank square bubble	Incorrect methods of recording an answer in the square bubble	Correct method of recording an answer in a square bubble

## Writing Text and Numbers

When writing both letters and numbers as an answer in one of the answer boxes, you should print both clearly, legibly and in uppercase. Letters should be written as shown in the table below:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

And numbers should be written as follows:

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

There are also times when you are asked to record an answer by simply writing the response on a straight line - for instance question 2.5 where you should write in the occupation and description of the kind of work the migrant was doing at the time he/she departed the country. In these cases, you need not follow the above rules, BUT your writing should still be clear and legible.

## Completing the Questionnaire

### Cover Page

It is essential that all information be recorded accurately and completely on the cover page of the booklet. The following provides you with instructions on how this should be done.

**DISTRICT:** Each district has a unique code. Depending on which district you are working in, shade the corresponding bubble.

CZ =	Corozal District	CY =	Cayo District
OW =	Orange Walk District	SC =	Stann Creek District
BZ =	Belize District	TO =	Toledo District

**URBAN/RURAL:** This item determines the area that a household belongs to. There are 11 urban areas listed plus 1 option for Rural.

**CTV (City/Town/Village):** This number will be completed by the coders and should be left blank.

**E.D. NUMBER:** Your ED number will be given to you by your supervisor and should be written on each questionnaire that you complete. The number will not vary within any one enumeration district. To complete, write the ED number in the boxes provided and shade the corresponding bubbles below.

**Important – each column must have only one number shaded.** Where the number has fewer characters than is required only complete the actual number in the appropriate columns.

**BUILDING NUMBER:** The building number **must** be the same as the number assigned to the building on your Visitation Record. Where there are many households within a building, all questionnaires for these households will have the same building number on the cover of each questionnaire.

**HOUSEHOLD NUMBER:** The household number is the sequential number of a household within a dwelling.

**WEEK NUMBER:** The week number refers to the week in which the interview is conducted.

**BAR-CODE:** The bar-code, located at the right bottom corner is a unique code that the Teleform software has given to each booklet. This bar-code is repeated on each page to ensure that pages from one household do not get mixed up with pages from a second household when they are separated and scanned. The bar-code will also be used to identify any extra person questionnaires that you complete if the household size is greater than five (5).

## Page 2

### RECORD OF VISITS:

**Interviewer Calls** – this column indicates the number of times that you visit a household. Provision is made for (4) four visits or call-backs. If a call-back is necessary, make sure to enter this in the comment section on page 4.

**Date** – for each 'Interviewer Call' or visit to a household, the date should be recorded in this column. The date 'dd' should be recorded in the first two boxes and the month indicated by 'm' recorded in the single box.

**Time Started** - the time that an interview begins with a household must be filled in before any questions are asked. The time should be recorded using the 12-hour time format, and then shading the appropriate bubble for whether the interview was conducted 'a.m.' or 'p.m.'.

**Time Ended** - the time ended should be entered once the interview is complete for each visit and should be recorded in the same format as the time started.

**Result Code** - the result code should be shaded after 'time ended' for **each** visit. It indicates the outcome of the interview after a visit to the household. For example, if you complete the questionnaire after the first visit, you should shade the bubble with the number '1', under the result code column.

Provision is made for 6 result codes as follows:

- ▶ 1=Complete – used when all sections are complete and no further visits required for that household.
- ▶ 2=Partially Complete - used if the questionnaire has sections that are incomplete and there is need to return to the household for completion. At times, the respondent with whom you speak may be unable to supply the answers you need and there is need to return and meet with some other member of the household who can complete the questionnaire.
- ▶ 3=No suitable respondent at home - should be shaded if you arrive at a household where the person is unable to participate in the interview either because of age (minor), language barrier or some other type of problem.
- ▶ 4=Refusal - used when the person refuses to participate even after trying to persuade him/her.
- ▶ 5=No contact - used when you are unable to meet anybody at a particular house.
- ▶ 6=Other (specify) - only to be used if the result code is any other than those specified above.

**Language Code:** The language code indicates the language in which the interview was conducted. For example, if the interview was conducted in Spanish, you should shade the ② bubble under the language code column. If the interview was conducted in any other language besides English or Spanish, you should shade the ③ bubble under the language code column and write the language on the line provided under 'LANGUAGE CODES'

**Address:** Write the full address of the household in the space provided. Remember your supervisor or another enumerator may need to find this household (for re-interview) from the address you have written. NMCP number refers to the National Malaria Control Program, and VCP is the abbreviation for Vector Control Program.

#### **STAFF IDENTIFICATION GRID:**

**Code** - each census staff will be assigned a code for the period of the census. This should be written in the "Code" column beside the appropriate job title.

**Name** - each person reviewing the questionnaire should write his/her full name in the space provided beside their respective job title for each questionnaire.

**Signature** – once the name is written the person should sign the questionnaire indicating that they have reviewed the questionnaire. One should not sign until the questionnaire has been reviewed thoroughly.

**Date** – the date the questionnaire was reviewed should be recorded under the 'date' column.

### **Page 3**

#### **LISTING OF HOUSEHOLD MEMBERS**

As mentioned before, the census being conducted is what is referred to as a “de-jure” census; that is, information is collected on persons at their place of **usual residence**. This table should record the first name and surname for the head of household and only the first name for all other members, plus age and sex for each person.

The numbers on the left of the page are 'Person Numbers' and apply to the members of the household. Provision has been made for the listing of thirty-three (33) persons in the household, including the head. In the event you meet a household comprising more than this number, write the word "CONTINUED" in bold block capitals at the end of the page and continue listing the members on page 4 - the Comments page. Remember to number these persons starting from 34 onward.

The 'boxes' at the bottom of the page indicate how many males and females there are in the household, as well as an overall number of people. Please ensure that the correct values are recorded in their respective boxes, and that the numbers are legible.

### **Page 4**

#### **COMMENTS**

Any notable occurrences should be recorded on the comments page. Persons doing re-interviews should record their code, name, signature and date of the re-interview on the comments page. Likewise, additional visits to the household, which cannot be accounted for in the record of visits, should also be recorded here.

#### **EXTRA PERSON QUESTIONNAIRE BAR-CODE NUMBERS**

For households that have more than five (5) members, at least one extra person questionnaire must be completed. Like the main questionnaire, each extra person questionnaire will have a unique bar code. For each extra person questionnaire that is used, the bar code number should be transferred in the boxes on page 4 of the main questionnaire. It is absolutely critical that these numbers be transferred accurately as this will serve as the link between the main questionnaire and the extra person questionnaire.

# THE HOUSEHOLD QUESTIONNAIRE

## SECTION 1: HOUSING

The purpose of the Housing Section is to provide information on general characteristics of households in Belize. It will provide information on the stock of housing in the country, the various types of living accommodations that exist, and the quality and age of the materials used in the construction. Materials of construction are particularly important in this part of the world with its constant exposure to hurricanes and this information will provide authorities and the emergency services with a measure of the vulnerability of the buildings in particular parts of the country.

### Q1.1: What type of dwelling does your household occupy?

This question is to determine the quantity of the various types of dwellings in the country. You should only shade one response for this question. The categories of dwelling are defined as follows:

**Undivided private house:** This is a single dwelling unit that takes up the complete building and is inhabited by only one (1) household.

**Part of a private house:** This is one (1) building which comprises one (1) dwelling unit, in which there are more than one (1) household. There is no separate access for the households.

**Flat, apartment, condominium:** These are self-contained private dwellings in a single or multi-storied building. Each such dwelling must have separate access to the street, either through direct access or a communal staircase, passage, veranda or corridor, etc. The rooms in this type of dwelling are usually side-by-side on the same floor.

**Combined business and dwelling:** This type of dwelling is where a business occupies a part of the dwelling unit. For this category the household owns/operates the business.

**Dwelling attached to business:** This option refers to a dwelling unit that shares a common wall with a business unit. This also refers to a dwelling unit which is either above or below a business unit. The household may or may not operate or own the business.

**Town house:** This type of dwelling unit is usually on two floors – living quarters on the ground floor and bedrooms above, and each unit has its own entrance/exit way. This is a self-contained unit, usually in rows of units, with separate legal title to ownership. Sometimes common facilities such as security and grounds may be shared.

**Duplex:** A duplex is a dwelling that is joined to only one other dwelling – separated by a wall extending from ground to roof. There must be no other dwellings either above or below and the duplex must be separated from all other structures by open space.

**Barracks:** This is long building containing several independent private dwellings with or without shared facilities.

**Out-room:** This is a room separate from the main building and occupied by a separate household e.g. domestic employees' quarters.

**Other (specify) \_\_\_\_\_:** This category is to be shaded only if the dwelling does not fit into any of the categories listed. The type of dwelling should also be specified in the space provided.

**DK/NS:** Don't Know/Not Stated should be selected as a last resort. Every effort must be made to obtain an answer by probing, or asking questions of another member of the household.

**Q1.2: Does your household own, rent or lease its dwelling?**

This question is to determine the degree to which households own their homes. It refers to the legal and financial arrangements under which the household occupies the dwelling. The categories are defined as follows:

**Own with a mortgage/hire-purchase:** This category applies when the head or **any other member** of the household is making periodic payments in order to own the dwelling sometime in the future.

**Own without a mortgage:** This category applies when the head or **any other member** of the household owns the dwelling and is not paying a loan for it.

**Rent – private (paying):** This applies when a member of the household pays the owner of the dwelling, usually weekly or monthly, a sum of money for the use of the dwelling. No written agreement or contract binds the renter in this case.

**Rent – government (paying):** This applies when a member of the household rents the dwelling from the government or a government agency. This would not include those government houses or dwellings upon which monthly payments are made under a hire-purchase agreement, but rather public housing that are available only for rental purposes.

**Rent-free:** In this case, no member of the household pays rent for the occupancy of the dwelling. This situation may apply to households occupying dwellings which are owned by relatives or even friends who are **not** members of the household. Other rent-free arrangements include government and private employees who occupy dwellings owned by their employers and pay no rent.

**Lease:** A lease differs from a rental since it occurs by an agreed written contract that stipulates, in advance, the total rental sum for a fixed duration. This total sum may be paid in advance or by instalments.

**Squat:** This applies when the household is found occupying a dwelling unit without the permission of the owner or without any legal rights to the property.

**Other (specify) \_\_\_\_\_:** When conditions of occupancy are different from all the categories stated above, shade the option 'Other (Specify) \_\_\_\_\_' and specify the type of occupancy.

**DK/NS:** Avoid the use of this category as far as possible. It should only be used as a last resort after extensive efforts to obtain the information have failed.

**PLEASE TAKE NOTE OF THE SKIP INSTRUCTION IN QUESTION 1.2!**

**Q1.3: What about the land - is it freehold, leasehold or some other type of occupancy?**

This question seeks to collect information on the conditions under which families occupy land. It refers to the legal and financial arrangements under which the household occupies the land on which the dwelling sits. It is quite possible for the tenure of the land to be different from the tenure of the dwelling unit – for example, when a member of the household owns a house but pays land-rent; or when a member of the household has built (and therefore owns) a dwelling on squatted land. The categories are defined below:

**Owned/freehold:** This category applies when a member of the household owns the land.

**Hire-Purchase:** This category applies when the head or **any other member** of the household is making periodic payments in order to own the land on which the dwelling is located.

**Leasehold:** In this case, the land is usually owned by the government or some other authority or individual and is leased to a member of the household for a long period – e.g. 20 years, or 99 years. A lease differs from a rental by an agreed contract, which stipulates, in advance, the total rental sum for the land during a fixed duration of the contract. This total sum may be paid in advance or by installments.

**Rented (paying):** This category applies when the head of the household or any other household member rents the land from an individual or a company (including the government) and pays an agreed monthly or annual rental to the owner(s).

**Rent-free:** In this case, no member of the household pays rent for the occupancy of the land. This situation may apply to households occupying land which are owned by relatives or even friends who are not members of the household.

**Reservation land:** Reservation land applies specifically to Mayan reservations. However, note that not all Mayans live on reservation land.



**Permission to work Land:** In this category, the household does not own the land. The owner gives permission for the land to be used for a specific purpose (usually agricultural). There is no payment in the form of rent, royalty, fees or even a proportion of the yield, for occupancy of the land.

**Squatted:** This applies when the household occupies the land without permission of the owner or any legal rights to the property.

**Sharecropping:** The owner of the land and a household member enter into an agreement to have the latter use the land for agricultural purposes with the understanding that the owner will receive part of the produce and/or a percentage of the money from the sale of the produce.

**Other (specify) \_\_\_\_\_:** This refers to situations where the household occupies the land under conditions different from those specified above.

**DK/NS:** Avoid the use of this category as far as possible. It should only be used as a last resort after extensive efforts to obtain the information have failed.

**Q1.4: In which year was your dwelling built?**

This question refers to the age of the dwelling in which the household is located, which is an important factor in any assessment of housing conditions generally. **The year built refers to the year the dwelling was completed or habitable for the first time.** Remember that the householder may genuinely not know when the building was built. For those households living in dwellings that are under construction, record the year of occupancy as the year when built. In the case of major renovations, the year when the dwelling underwent major renovations should be recorded as the year when built. Minor repairs, renovation or improvement of the building does not in general change the year of construction. If the respondent experiences difficulty specifying the date the building was built, ask them to estimate based on other events that may have taken place around that time.

**Q1.5: What is the main material of the outer walls?**

This question will collect information on the construction material of the external (outer) walls of the building in which the household is located. If there is more than one kind of material making up the walls, record the main wall material (the material that covers the largest amount of wall space).

Most categories identified in response to this question are self-explanatory and need not be defined. Answers to this question can frequently be filled in by observation but it is preferred if the respondent is asked the question. The categories are as follows:

**Wood:** This applies if the walls are made solely of wood.

**Plywood:** A structural material made of layers of wood glued together.

**Concrete:** Concrete is a construction material composed of cement as well as other materials such as aggregate (generally a coarse aggregate such as gravel plus a fine aggregate such as sand), and water.

**Plycem:** Cement board that is resistant to rot, insects and moisture.

**Sheet metal:** This applies mostly to zinc and aluminum sheeting.

**Wood and Concrete:** This refers to the combination of these materials, where there is little to distinguish which is the main material.

**Sticks/palmetto:** Self-explanatory.

**Brick:** A molded rectangular block of clay baked by the sun or in a kiln until hard and used as a building material.

**Stucco:** Refers to walls that have plaster over wood or sticks.

**Makeshift:** This is rough and frail construction, often of a variety of recycled construction materials.

**Other (specify) \_\_\_\_\_:** As noted before, this category should only be used as a last resort.

**DK/NS:** Don't Know/Not Stated – used as a last resort.

**Q1.6: What is the main material used for roofing?**

If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof).

**Sheet metal:** Refers to aluminium roof and what is commonly called “zinc”.

**Shingle (asphalt):** A brownish-black solid mixture of bitumens used as roofing that is laid in overlapping rows to cover the roof of a building. See image on the next page.

**Shingle (wood):** Follows the same design as the asphalt shingle; however, is made of wood. See image on the next page.

**Shingle (Tile):** Roof tiles are designed mainly to keep out rain, and are traditionally made from locally available materials such as clay or slate. See image on the next page. Note that there are sheet metals that are designed as tiles.

**Rubber Rye:** A coarse black, oil-based, often corrugated, roof sheeting. See image one the next page.

**Asbestos:** This type of roof has the appearance of hardened cement; however, it is normally corrugated (groove/ridges). It is a fibrous silicate mineral which, in other countries, is normally used as a heat resistant or insulating material. See image in the table below:

**Q1.7: What is the main material used for the flooring?**

**Note:** For floors with tiles, inquire about the material composition of the floor as tiles may be laid directly on compacted dirt, wood, or concrete slab.

If cement floor with tile on top, code concrete

If cement floor with linoleum on top, code concrete

If wooden with tile on top, code wood

If dirt with linoleum on top, code earth/sand

**Q1.8a: Is your dwelling in need of any repairs?**

This is a filter question that determines if the respondent answers the next question, which asks about the level of repairs a dwelling may require.

**Q1.8b: What level of repairs does the dwelling need?**

This question is to determine the status of repair of each dwelling.

**Minor repairs:** Refer mostly to the regular maintenance of the dwelling and its components, such as repair of a cracked window.

**Moderate repairs:** Refer to the correcting of moderate defects such as missing gutters on the roof, large areas of broken plaster, stairways with no secure handrails and so forth.

**Major repairs:** Repairs needed in the case of serious structural defects of the building, such as missing shingles or tiles on the roof, cracks and holes in the exterior walls, missing stairways and so forth.

**Irreparable/Not worth repairing:** Refers to dwellings that are beyond repair, that is to say, with so many serious structural defects that it is deemed more appropriate to tear the dwellings down than to undertake repairs. This term is usually used for dwellings with only the frame left standing, without complete external walls and/or roof and so forth.

**Q1.9a: What is the main type of cooking facility your dwelling has?**

This question will determine whether the household's area for preparing meals is inside or outside the dwelling.

**Q1.9b: What type of fuel does your household use most for cooking?**

This question is to determine the fuel that families use in the preparation of their meals. The categories are self-explanatory.

If the household uses more than one type of fuel for cooking, find out which type of fuel is used most often. 'Biogas' includes gases produced by fermenting manure in an enclosed pit.

If the type of fuel used most by the household is listed in the answers, then shade the appropriate bubble. Where the type of fuel is different, or is a by-product of one or another of the stated options, it is to be recorded under the option 'Other (specify) \_\_\_\_\_', and the type written on the line following the word specify.

**Q1.10: How does your household usually dispose of its garbage?**

People are increasingly concerned with environmental issues. Obtaining information on how households dispose of their garbage will enable environmental professionals to better assess the situation and plan strategies as it relates to this activity.

This question will also provide important information on issues related to health conditions resulting from the disposal of garbage. You should note that the question asks for the **main** method of garbage disposal, which indicates that only one response code should be entered. Category 3, 'compost' refers to garbage which is purposely set aside and stored in a manner, which allows for rapid decomposition to take place.

**Q1.11: What is your household's main source of water supply?**

This question is used to determine the access that the population has to clean, potable water for drinking and washing. If the household obtains water from more than one source, shade the bubble relating to the **main** source. If the source varies by season, record the source for the season in which the interview is conducted.

**Public piped into dwelling:** Refers to the water supply received by the household from a public source e.g. BWSL, which is piped into the dwelling.

**Public piped into yard only:** In this case, the household receives running water from a public source through a pipe in the yard or compound on which the dwelling stands.

**Private piped into dwelling or yard:** Refers to the water received by the household from a private source, which is piped into the dwelling or yard. For example, if a household, through its own private arrangement, pumps water from a river or pond through pipes directly into the dwelling unit. Other similar situations also apply, such as when water is piped to dwelling from private catchments (rain water).

**Public standpipe:** This situation applies when water is available to the household from a standpipe in the street or other areas of public access.

**Tanker Truck:** Source transports and delivers water by means of a tanker truck.

**Protected dug well:** This is a dug well that is protected from runoff water by a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. A protected dug well is also covered, so that bird droppings and animals cannot fall into the well.

**Unprotected dug well:** This is a dug well for which one of the following conditions is true: 1) the well is not protected from runoff water; or 2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.

**Private catchments, not piped e.g. vat, drum, water tank etc:** Where the water supply to the household is not piped but is from private storage facilities such as vats, drums or any other receptacle. Under these arrangements, rainwater collection may be the primary source of supply.

**River, Stream, Creek, Pond, or Spring:** This is when the main source of water used by household is directly from a river, creek, pond, spring etc.

**Other (specify) \_\_\_\_\_:** This category should be used if the water source is not any of those listed above.

**Q1.12: What is your household's main source of drinking water?**

This question is different from the previous question in that it solicits information on the **main source of drinking water** rather than the main source of water supply, which are not necessarily the same. Shade the bubble for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview.

Bottled water is water sold in bottles and refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water. In other words, bottled water is produced by a manufacturer of bottled water, which reaches the household in sealed containers, which is usually a guarantee of product quality.

**Q1.13a: What type of toilet facility does your household usually use?**

This question is used to determine the mode for the disposal of human waste. The answers will provide information on the general sanitary conditions in the country and the ability of the people to control and combat disease.

In cases where a household has more than one **type** of toilet facility, record the type of facility that is usually used.

**Flush toilet linked to BWS sewer system:** A flush toilet, which fills from a piped water supply and empties into a sewerage disposal system.

**Flush toilet linked to septic tank:** This is similar in some ways to the previous option. The system is also water borne but is not linked to sewer. Instead, it empties into a septic tank or soak-away.

**Pit latrine, ventilated and elevated:** Toilet facility constructed with a structure located atop a septic tank at least three feet high with a vent stack extending from the inside.

**Pit latrine, ventilated and not elevated:** Toilet facility constructed with a vent stack extending from an elevated structure, which is placed directly over the pit (a hole dug in the ground).

**Pit latrine, not ventilated and not elevated:** A hole in the ground with a seat on top.

**Pit latrine, not ventilated and elevated**

**None (e.g. bucket, bush):** This may refer to situations where members of the household use public facilities or bush/field. **If none, skip to 1.14.**

**DK/NS:** Don't Know/Not Stated. **If DK/NS, skip to 1.14.**

**Q1.13b: Is that toilet indoor or outdoor?**

This question is to determine whether the household shares their sanitation facility with other households. The shared status of a sanitation facility is important because shared facilities can be less hygienic than facilities used by only a single household. Unhygienic conditions (faeces on the floor, seat or wall and flies) may discourage use of the facility.

**Q1.13c: Is that toilet shared with any other household?**

This is linked to the previous question and determines further information on the sanitary conditions available to the household.

**Q1.14: What type of bathing facility does your household usually use?**

This question will provide information on whether or not there is a fixed bath or shower installation within the dwelling unit.

**Q1.15: What is the main source of lighting for your household?**

This question will determine the energy source used by families to light their homes. If the household is using more than one type, for instance electricity and kerosene, ask for the main type used over a long period. Solar panels as a source of lighting should be included under the category 3.

**Q1.16: How many rooms does your dwelling have?**

A room is defined as a space in a dwelling unit enclosed by walls. The total number of types of rooms therefore includes bedrooms, dining rooms, living rooms, studies, habitable attics, servants' rooms, kitchens, rooms used for professional or business purposes, and other separate spaces used or intended for dwelling purposes. Passageways, verandas, lobbies, laundry rooms, bathrooms and toilet rooms SHOULD NOT be counted as rooms. Detached rooms which are a part of the dwelling such as an outdoor kitchen should be counted.

By relating the answer to this question with the number of persons living in a household, it will provide information on the numbers of persons occupying each house and the amount of space available to each person. Write in the number of rooms in the boxes and shade the corresponding bubble for each digit.

**Q1.17: How many bedrooms does your dwelling have?**

Bedrooms are rooms used **mainly** for sleeping. A room used for other activities by day and sleeping by night is not a bedroom except in the case of one-room dwelling units. In such cases it must be recorded as having **ONE** room and **ONE** bedroom.

**Q1.18: How many of the following appliances or equipment does your household own and have in working order?**

Responses to this question will provide information on a household's access to facilities and an indication of the general wealth of the population. You are required to shade the total number of appliances or equipment **owned** by the household within the dwelling. Note that these items must be in working condition.

**Q1.19: Does your household have...**

This is similar to the previous question, but focuses on services that the household may have.

## SECTION 2: EMIGRATION

This section will assist in determining the demographic and educational characteristics and the timing and reasons why the population has moved to other countries in the ten years preceding the Census. Note that PERMANENT MIGRATION is being emphasized in this section. A student gone abroad to study for a specific period and who intends to return, or a person seeking medical attention or on vacation (even an extended vacation) are not migrants.

Additionally, you must keep in mind that the questions refer to members of the household and not family members. While many respondents may have a family member who has gone to live abroad, the individual did not necessarily belong, at the time of migration, to the household being enumerated.

**Q2.1: Between the year 2000 and now, did anyone in your household move to live abroad and is still living there?**

It is accepted that some persons may go abroad for a short period of time and decide to remain permanently, whether this was originally intended or not. For all those persons who have left in the past 10 years and are now living abroad permanently answer 'Yes'. For those who recently left answer 'Yes' **only if it is known that the person or persons intend(s) to remain abroad permanently.**

If the response to this question is 'Yes' then questions 2.2 to 2.9 must be answered for each person (on a separate row) who have gone to live abroad. Only persons who were members of the household at the time they emigrated are enumerated here. Family members who were not members of the household are not enumerated. If no one from the household has migrated in the ten-year period, shade 'No' and go to section 3.

DO NOT include persons who moved before 2000 and persons who moved during the period 2000 and 2010 and have returned home.

**Q2.2: How many persons?**

For this question, write the total number of persons in the boxes provided and shade the corresponding bubble for each digit.

**Note instructions to the interviewer and complete list of options for 2.6, 2.7 and 2.9 on the same row.**

**Q2.3: Sex of person:**

Shade the oval corresponding to the sex of the migrant.



**Q2.4: Age at departure:**

Write in the person's age (in years) at time of departure from Belize and shade the corresponding bubble for each digit. If the person was less than 1 year at the time of departure, record '0' on the boxes.

**Note the skip instruction: If the emigrant was less than 14 years old at the time of departure, record the age and SKIP to 2.6.**

**Q2.5: Occupation and description of job at time of departure:**

This question only applies if the migrant was 14 years or older at the time of departure. Specify on the line provided, the occupation or job of the migrant at the time of departure, if any. Give a description of the occupation or job on the lines below. It is not enough to write 'clerk' alone, you need to specify type of clerk e.g. 'Accounts clerk' or 'sales clerk'. If respondent says "Student" or "Housewife", record the response.

DO NOT write in the shaded boxes. These will be filled in by the coders.

**Q2.6: Highest educational level completed at the time of departure:**

This question refers to the highest level of education **completed** by the migrant at the time of departure. Fill in the oval corresponding to the level of education the person had achieved up to the time when he/she left the country. The categories for level of education are as follows:

**None** – the person never attended school or did not complete pre-school.

**Pre (Pre-school)** – the person only complete up to pre-school level before leaving Belize.

**Pri (Primary)** – the person completed primary school but did not complete or attend high school.

**Sec (Secondary)** – the person has completed high school but not sixth form or university.

**Asct (Associate's/Sixth Form/Junior College)** – person completed sixth form, junior college etc.

**Uni (University)** – person attained Bachelor's Degree, Master's Degree or higher at the time of departure.

**Voc (Vocational)** – person attained technical skills training.

**Q2.7: Country migrated to:**

Record the name of the country in the box provided. If the country is listed above, write the corresponding code in the shaded boxes. If the country listed is any other than those listed, leave the shaded boxes blank. These will be filled in by the coders. In the case of step migration (i.e. when a person emigrated to a country but settles in another) record the country to which the person emigrated at the time of leaving Belize.

**Q2.8: Year of departure:**

Record the year in which the person emigrated in the boxes provided. You will note that the first two digits are pre-printed since the reference period is the last 10 years i.e. between 2000 and now. In the event the respondent cannot provide the information, shade the DK/NS bubble below the boxes.

**Q2.9: Main reason for migrating:**

Shade the main reason for the person migrating to another country. In cases where persons have left the country to study but stayed on to work after completion of studies, shade the study bubble and NOT the employment option.

**F (Family Reunification)** - use this in cases where the emigrant left to join a family member who emigrated earlier.

**E (Employment)** – person left to seek job opportunities elsewhere.

**B (Business)** – person left to operate a business elsewhere.

**S (Study)** - if the emigrant's initial reason for leaving was to study, and they are now otherwise occupied, we want to capture their original reason for emigrating as 'study'.

**M (Medical)** – if emigrant originally left to live abroad in order to have access to medical attention or went to seek medical attention and ended up remaining permanently.

### SECTION 3: AGRICULTURE

This section seeks to identify agricultural households and is intended mainly for sampling purposes for an agricultural survey or census. It is not referring to land not intended for farming regardless of size e.g. land intended for hotels.

**Q3.1: Do you or any member of your household own or lease any land that is currently being used, or is intended for farming?**

**Q3.2: Do you or any member of in your household engage in any of the following agricultural activities?**

Read each option to the respondent. If the respondent answers 'Yes' to any option before you reach the last option, do not read the remaining options. Shade the bubble beside 'Yes' and go to section 4.

Fallow farm land refers to land that has been farmed in the past, but which is not currently being farmed.

### SECTION 4: ENVIRONMENT

This section seeks to identify the household's concern with environmental issues, how they obtain information about the issues and their attention to addressing them. Knowledge about environmental concerns and available sources of information about the environment helps government and local authorities to make the correct decisions with regards to these issues.

**Q4.1: What environmental issues affect and/or concern you in your area or community? [DO NOT READ OPTIONS]**

For each issue listed by the respondent, indicate only one response 'Affect', 'Concern' or 'Both'. An issue may concern you, but not necessarily affect you.

- a. Waste disposal - garbage thrown along roads, in rivers or sea, etc.
- b. Water contamination - contamination of water bodies by sewage, pesticide and fertilizer runoffs, etc.
- c. Drainage - insufficient drainage systems both in the urban and rural areas.
- d. Air pollution - smoke from industries, fires, vehicle exhaust, etc.
- e. Use of pesticides - handling and spraying of pesticides without proper protection or without regard for bystanders, spraying close to rivers and other water bodies, careless disposal of pesticide containers.
- f. Deforestation - excessive logging of timber products, clearing of forests for agriculture or development without regard of environmental risks of loss of habitat, etc.
- g. Destruction of mangroves - clearing of mangroves for agriculture, aquaculture, development, housing, etc.
- h. Soil erosion - soil being carried away by rainwater and wind.

- i. Squatting - unauthorized settlement in urban and rural areas without proper water and sewage facilities.
- j. Flooding - rising waters that may be caused by such occurrences as high tide, excessive rain or water runoff.
- k. Integrity of protected areas -
- l. Impacts of oil exploration -
- m. Noise
- n. Other (specify)\_\_\_\_\_

**Q4.2: What are your sources of environmental information?**

Indicate all the responses given by the respondent. Note that the respondent need not be affected or concerned in order to have a source of information.

**Relatives/Friends** – self-explanatory

**Newspaper, TV or Radio** - includes newspapers, magazines and other periodicals, the TV, and radio.

**Internet** - with the advent of computers and internet communication, there are many websites and chat-rooms through which all types of information are made available to, and shared among users.

**School/Library** – from a class, lecture, or through books bought or borrowed.

**Environmental interest group** - having a membership with, and/or having access to publications, posters, workshops, etc. provided by environmental non-governmental or community based organizations.

**Government** – awareness through pamphlets, posters, workshops, lectures, etc. organized by central government agencies.

**City/town/village/local council** – awareness through pamphlets, posters, workshops, lectures, etc. organized by your city, town, village or local councils.

**Other (specify)** – any other source than those listed above

## **SECTION 5 CRIME**

These questions will provide information on reported and unreported crime, victimization and the perceived responses of the legal system to the crime. While only the head of household or a responsible adult member of the household is asked these questions, they apply to all household members.

**Q5.1: Have you or any member of your household been a victim of a crime during the 12 months between May 2009 and April 2010?**

**Note the skip instruction if the response is “No” or ‘DK/NS’.**

**Q5.2: Referring to the most recent crime, what type was it?**

This question pertains to the most recent crime that any member of the household has been a victim of.

**Murder/Manslaughter**

The result was a death where there was malice and fore thought in the case of murder, and not in the case of manslaughter.

**Sexual Assault**

A statutory offense which provides that it is a crime to knowingly cause another person to engage in an unwanted sexual act by force or threat.

**Shooting**

Whether the victim was the intended target or not.

**Domestic Violence**

Domestic violence and emotional abuse are behaviors used by one person in a relationship to control the other. Partners may be married or not married; heterosexual, gay, or lesbian; living together, separated or dating. Examples of abuse include name-calling or putdowns, keeping a partner from contacting their family or friends, withholding money, stopping a partner from getting or keeping a job, actual or threatened physical harm, sexual assault, stalking and intimidation.

Violence can be criminal and include physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and stalking. Although emotional, psychological and financial abuse are not criminal behaviors, they are forms of abuse and can lead to criminal violence.

**Wounding/Assault/Harm**

A **wound** is an injury that breaks the continuity of the skin e.g a cut with a sharp object. An assault is carried out by a threat of bodily harm coupled with an apparent, present ability to cause the harm. Harm is physical or mental damage, an act or instance of injury, or a material and tangible detriment or loss to a person, so it includes all actions, statements, written or non-verbal messages conveying threats of physical or mental injury which are serious enough to unsettle.

**Burglary.** Burglary is the intended, unauthorized entry into a building, premises, vehicle etc. with an intention to do or carry out any crime, whether forcefully breaking into the building, premises, vehicles, etc or otherwise. In burglary it is not necessary that a theft occurred.

**Robbery.** Robbery includes all offences where the use or threat of force in a theft from a person occurred.

**Q5.3: Was the crime reported to the police?**

**Note the different skip instructions if the response is “No” or ‘DK/NS’.**

**Q5.4: What was the result?**

**Q5.5: What was the main reason the crime was not reported?**

This question will provide information on why people are not reporting crime.

## **SECTION 6: MORTALITY**

These questions will determine the number of household members aged 1 year and over that have died in the past year. The number of persons died is one of the inputs used to prepare population projections.

**Q6.1: Did any member of your household aged 1 year or over die during the past 12 months between May 2009 and April 2010?**

Questions 6.1 to 6.3 are to be asked in respect of each person (aged 1 and over) who died during the period May 2009 and April 2010. Information for persons so identified is to be recorded in the rows corresponding to each person. Question 6.4 will help us to assess the level of maternal mortality in the country. The options for Q6.4 are to be read aloud.

## **SECTION 7: WOMEN IN LEADERSHIP**

This section seeks to identify the demographic characteristics (sex, age etc.) of groups which are supportive of women in leadership positions. The questions are opinionated and should be asked of the head of the household or a responsible adult.

**Q7.1: Should women occupy more leadership positions in Belize?**

This question aims to determine whether or not the public at large is supportive of women occupying more leadership positions in Belize.

**Q7.2: What kind of leadership positions should they occupy?**

Note that option “CEO/Heads of Department/Directors/Chairs of Boards” refers to positions in both the public and private sectors. Multiple responses are allowed.

**Q7.3: What do you think would help women occupy these positions?**

Multiple responses are allowed

## THE PERSON QUESTIONNAIRE

The Person Questionnaire seeks to capture information about the demographic, social and economic aspects of Belize's population. The demographic items include age, sex, relationship to household head, and ethnicity. This questionnaire also seeks to collect information about migration, fertility and marital and union status. The main social items include education and health and the economic items include what kind of work people did, and their incomes.

### SECTION 8: GENERAL CHARACTERISTICS (FOR ALL PERSONS)

The questions in this section relate to all persons, regardless of age, and will be used for two main purposes:

- ▶ to assess how the composition of the population has changed since the last Population and Housing Census e.g. number of males, females, Creoles, Mayans etc.; and
- ▶ to see how data from the other sections vary according to the characteristics of the population e.g. how does the level of education differ between males and females?

There are other important uses for question 8.4 relating to age, the main one being to make projections for the population. This information will guide planners and policy makers in areas such as the probable need for schools in the future, and their required locations; the level of maternal and health care required and the number of new jobs, which will be required in the years following the census, among others.

**Note that this section should be completed for all members of the household, regardless of age.**

#### Q8.1: What is your/N's relationship to the head of your household?

This question is used to ascertain the household member's relationship to the head of the household. The relationship may be by blood, marriage or adoption. This information is essential in order to determine the structure of the household.

#### Head

The head of the household is defined as that person who is acknowledged as such by the other members. This is the person who usually has primary authority and responsibility for household affairs and may or may not be the main economic support for the household. If the members of the household are unclear or undecided as to who the household head is, suggest that the head be the person with the most recent birthday.

The head should always be the first person in the listing of household members on page 3 of the questionnaire. **Ensure that you record the relationship of each person to the household head and not the relationship to the respondent.**

NOTE: For the first person in the questionnaire, who will always be the head of the household, this question is already answered – the head option is pre-filled. For the other members of the household, 'Head' is not an option.

**Spouse/Partner:** Refers to wife or husband whether married or in a common-law relationship.

**Child/Stepchild/Foster child:** This refers to the biological, step or adopted/foster child of the head of the household. Child in this case refers to a son or daughter of the head of the household regardless of age.

**Son-in-law/Daughter-in-law:** This option should be selected if the person is the spouse or partner of any child of the head.

**Nephew/Niece:** This refers to the child of a brother or sister to the head.

**Brother/Sister:** Refers to the biological or adopted brother or sister of the head.

**Grandchild:** Refers to the child of a son or daughter of the head irrespective of the age of the person.

**Parent/Parent-in-law:** Parent refers to the mother or father of the head while parent-in-law refers to the mother or father of the spouse/partner of the head.

**Other relative (specify) \_\_\_\_\_:** Refers to members of the household who are related (biologically or through spouse/partner) to the head. For example, cousin, brother-in-law, sister-in-law etc.

**Domestic employee:** Refers to a person who is employed by the household, and who according to the definition, is a member of the household. If the domestic employee is also a relative of the head, then the relationship takes precedence.

**Other Non-Relatives:** Non-relatives may include a friend, or any other person not related to the head.

#### **Q8.2: What is your/N's sex?**

This question, in conjunction with other variables will assist in the analysis of data that varies by sex. Examples are income levels, educational attainment, occupation and the number of persons in the older age groups. It is not always possible to tell the sex of a person by the name alone. Therefore you **must** confirm this information if you are not interviewing the person to whom the question relates. Do not guess the sex of the household member from the name provided to you. It will generally not be necessary to ask this question if the person is seen.



You will note that for the 'Listing of Household Members' on page 3 of the questionnaire, the sex of each member of the household should be recorded. Therefore, if you have already captured this information on the household listing, you need not ask this question again; but confirm the sex of the person.

**Q8.3: What is your/N's date of birth?**

This data is essential in the calculation of census population projections, which are necessary to plan future services such as educational and medical services.

The date of birth should be entered in the boxes provided. The date should be written in the first two boxes followed by the month in the third and fourth boxes and then the year. The corresponding bubbles should then be shaded for each digit.

**Q8.4: What was your/N's age at your/N's last birthday?**

This question is to ensure that the information recorded in **8.3** - Date of Birth, is correct. Obtain the age, in years, at the time of enumeration. For children under a year old, enter and shade zero in row 3.

Do not leave blank. If age is not known, TRY TO GET ESTIMATE (i.e. from others in the household or use historical events). 'DK/NS' as an answer is acceptable only as a last resort, after every effort to obtain the information has failed and an estimate is perhaps difficult.

**Q8.5: What is your/N's religious affiliation/denomination?**

For planning purposes, churches and religious organizations in a country need to know how many individuals identify with that religion or faith. Moreover, they want to know the basic demographic and socio-economic characteristics of their potential members. As a result, the census tabulations concerning religion, by age, sex and ethnicity are some of the most widely used statistics.

If the individual does not belong to any of the religious groups listed on the questionnaire, shade the bubble beside 'Other (specify) \_\_\_\_\_' and write in the name of his/her religion/denomination in the space provided. If the individual refuses to answer, shade the bubble beside 'DK/NS'.

Record the response as given. No probes such as how frequently the religious institution is attended, whether baptized or not or if the individual is actually registered with a religious group are necessary.

There may be cases where the name of a church may give some indication of the person's religious affiliation; however, this is not always the case. When faced with such a situation, probe to find out if the church is affiliated with that particular religion/denomination.

Note that the 'Church of England' is affiliated with the Anglican denomination.

**Q8.6: To which ethnic group do you/does (N) belong?**

Collecting data on ethnicity is important because there are distinct differences amongst the groups, for example in the areas of income, occupation and educational attainment.

It should be noted that ethnic group and race do not necessarily mean the same thing. A person's ethnic group refers more to the customs and culture of the group, while race refers more in a strict sense to physical characteristics.

Since in the majority of cases you will be interviewing one member of the household, you are required to mark the response category to which the respondent says he/she and other members of the household belong. DO NOT GUESS. If the person belongs to a group other than those identified, shade the bubble beside 'Other (specify) \_\_\_\_\_' and write the answer on the line provided. Also, DO NOT DECIDE BY APPEARANCES AND DO NOT ARGUE. If you think you are being misled, make a note in the comments section of the questionnaire and inform your supervisor. As usual, the 'DK/NS' option should be used as a last resort.

**Note that a maximum of 2 responses are allowed.** If a respondent states more than two ethnic groups, ask him/her to state which two they identify most with.

**Q8.7: Which language(s) do you/does N speak well enough to conduct a conversation?**

This question should only be asked of persons 4 years or older. It specifically applies to the language(s) spoken by the person well enough to conduct a conversation. Note that the person does not have to be fluent in the language but must be able to speak it well enough to converse.

The option 'Chinese' refers to a group of languages and include 'Mandarin' and 'Cantonese'. 'Cannot speak' implies that the person is totally unable to speak and is considered mute. In this case, you should inform your supervisor.

If the language(s) is other than those identified above, shade the bubble beside 'Other (specify) \_\_\_\_\_' and write the answer on the line provided.

The next two questions should only be asked of children between the ages of 0-17 years. The information gathered will measure the extent of orphanhood among children in this age group. Orphanhood occurs when one or both parents have died. The rate of orphanhood has increased significantly in recent times as a result of HIV/AIDS.

**Q8.8: Are your/N's biological parents alive?**

You should record a response for each parent. If the response is 'Yes' to any parent, continue to question 8.9, otherwise, go to section 9.

**Q8.9: Do they live in your household?**

This question will establish whether one or both parents live in the household. Only one response should be recorded for this question; therefore, if biological mother and father live in the household, you should shade the option 'Both'.

**SECTION 9: MIGRATION (FOR ALL PERSONS)**

This section seeks to measure the internal and external flows of the local-born and foreign-born population in the country. For the local-born persons, it seeks to provide information on their movements within the country, and whether or not they have lived abroad. For the foreign-born persons, we are interested in their country of origin, their reasons for coming to Belize, their lengths of stay in the country, and their movements within Belize.

Community planners need to know the movements of individuals over time; therefore, this section will provide data on why persons are moving from one residence to another and how frequently they do so. Asking these questions will give the country benchmark data on the many reasons people move.

This data will also reveal internal population flows and allow the Government to make accurate and realistic population projections at the national and local levels. It will further assist the Government in conducting comparative analyses of sustainability factors. The data can also be useful with the rezoning and planning decisions of the infrastructure of a country, such as shopping areas, bus routes, commercial opportunities, and schools in different local communities.

The SKIPS in this section must be observed and applied carefully.

**Q9.1a: Were you/Was N born in Belize or abroad?**

This question will categorize two groups - those born in Belize and those born abroad, which will give an indication of the number of local and immigrant population.

Those born abroad should be treated as such (i.e. Abroad and the country name specified in the box below). If the person's country of birth is any one of the five (5) countries listed, you should write the country code in the shaded boxes and fill in the corresponding bubble for each digit. If the country of birth is any other than those listed, the shaded boxes and bubbles should be left blank; these will be filled in by the coders.

**Q9.1b: Was your/N's mother's normal residence in Belize or abroad at the time of your/N's birth?**

This question seeks to capture whether the person's mother's normal residence was in Belize or abroad at the time of the person's birth. 'Normal residence' implies that the mother was living or intended to live in Belize or abroad for a period of at least six (6) consecutive months at the time of the person's birth.

If the person does not know (DK/NS), whether their mother's normal place of residence at the time of their birth was in Belize or abroad, skip to question 9.3. In the case where the mother's place of normal residence was abroad, record the name of the country in the boxes provided and follow the same instructions for completing the boxes as stated above in 9.1a. Once completed, skip to question 9.4.

**Q9.2: In what district and city, town or village was that?**

This question should only be asked of persons whose mother was living in Belize (normal place of residence) at the time of their birth. It identifies where in the country the person's mother was living at the time of their birth. The district should be shaded and the city, town or village written in the space provided. The shaded boxes and bubbles should be left blank as these will be filled in by the coders.

**Q9.3: Have you/Has N ever lived in another country?**

This question should be asked of both local and foreign-born persons. The primary purpose of this question is to distinguish two groups. The first group consists of those who were born in Belize and who left to live abroad for a length of time. The second group consists of those who were also born in this country, but who have not left the country to live abroad. "Ever lived" refers to a period of 6 months or more.

**Note the skip instruction to 9.7 if the response is 'No' or 'DK/NS'.**

**Q9.4: In which country did you/N last live?**

This question is applicable to persons whose mother's normal place of residence was abroad at the time of their birth and local-born persons who lived in another country. A locally born person may have gone to live abroad for a while before returning home.

If the country is unknown or not stated, shade the bubble beside 'DK/NS'. Otherwise, write country name in space provided and complete box as specified in 9.1a.

**Q9.5: In what year did you/N return/last come to live in Belize?**

This question is also applicable to persons born in Belize (local-born) and foreign-born persons. In the case of the local-born person, we are interested in knowing the year they returned to live in Belize and for the foreign-born person, the year they last came to live in Belize. "Live" refers to a period of 6 months or more.

**Q9.6: What was the main reason why you/N returned/came to live in Belize?**

This question applies both to persons born in Belize and foreign-born persons. For the local-born persons, we are interested in knowing why he/she returned to live in Belize and for the foreign-born person, the main reason he/she came to live in Belize. If the respondent states more than one reason, ascertain the **main** reason and shade the corresponding bubble. The options are as follows:

**Regard it as home:** This option would mainly apply to local-born who said they were "home-sick"; hence their reason for returning to live in Belize.

**Family reunification:** This would apply if the person has family living in Belize and wanted to reunite with them.

**Deported/Involuntary return:** Refers to local-born persons who have been sent back to Belize due to a violation of the law in another country.

**Employment:** Applicable to both local-born and foreign-born persons who may have returned/come to Belize to seek employment opportunities.

**Business:** Refers to local-born and foreign-born persons who may have returned or come to live Belize to operate a business.

**Retirement:** Applies to local and foreign-born persons.

**Dependent:** Refers to persons such as children or the elderly who returned or came to live in Belize as a result of their main source of support moving to Belize. For example, if a child's parents moved to Belize, the child's main reason for moving to Belize could be because he/she was a dependent.

**Personal Safety:** In this case, the person may have felt threatened and decided to return or come to live in Belize.

**Medical:** This applies if the person returned or came to live in Belize for medical reasons such as accessibility of medication or medical facilities. It could also be related to the environment in which the person lived, which could have affected their health and thus resulting in that person making Belize their home.

**Crime Rate:** Refers to cases where the crime rate in a particular country was high causing the person to return or come to live in Belize.

**Other (specify) \_\_\_\_\_:** Any other reason not listed above should be specified here.

**DK/NS:** Don't Know/Not Stated should only be used as a last resort.

**Q9.7: In what district and city, town or village in Belize did you/N last live?**

This question seeks to measure movements within Belize and applies to all persons (local and foreign-born). If the person has never moved from their present location, shade the bubble beside "Never Moved" and go to section 10. If they have lived elsewhere within the country, shade the bubble beside the district and specify the city, town or village (CTV) in which they last lived. Leave the shaded boxes and bubbles blank for the CTV as these will be completed by the coders.

**Q9.8: In what year did you/N last come to live in this district and city, town or village?**

Note the word "last". It is necessary because someone could have lived at the current address for a while, gone to live in another part of the country and then returned to settle at their current address. It is the last year of arrival which is required.

## **SECTION 10- DISABILITY AND HEALTH (FOR ALL PERSONS)**

The purpose of this section is to measure the incidence and types of disabilities and chronic conditions prevailing in the population. It is also to determine the number of people who need assistance with various daily activities so that adequate services can be made available to those in need, and to assess the need for care or the provision of special facilities for the disabled. This section refers to where the disability has been continuous for 6 months or more or the condition is likely to last more than 6 months.

**Q10.1: Do you/does N have difficulty with...**

This question seeks to identify the type and level of disability or impairment. You should read all options to the respondent record a response for each. The categories are straightforward and include

three senses (sight, hearing, speech), the body and limbs (mobility, and body movement), mental and emotional problems (learning and behavioural); and a more general impairment (self-care). A person may have more than one form of disability; report all types. If the person says 'yes' they have difficulty with any of the options read, you should ask about the level of difficulty.

Upper body functions refer to the respondent's ability to lift, reach or carry. Self-care is the ability to bathe, dress and feed oneself.

Behavioural disorders are conditions in which an individual experiences alterations in thinking and emotions that result in behaviours such as temper tantrums, arguments, lying, cheating, stealing, and even assaulting others. While people will naturally engage in these behaviours, it is the prevalence and severity that lead to a clinical diagnosis of a behavioural disorder.

**Q10.2: Have you/Has N ever been diagnosed by a medical doctor with any longstanding or recurring illness(es)?**

The objective of this question is to establish what proportion of the population has continuing health conditions. It will provide health planners with information on the need for medical and health services.

An accurate assessment of medical conditions can only be determined by trained medical professionals. In many cases, an individual's medical condition may not have been diagnosed by a doctor. Probe to determine if a doctor has actually determined the nature of the illness.

If the person responds 'yes' to the question, wait for them to give you a response. Do not read the options. Multiple responses are allowed for this question.

Some of the categories are as follows:

**Sickle Cell Anemia:** is a serious disease in which the body makes sickle-shaped red blood cells. "Sickle-shaped" means that the red blood cells are shaped like a "C." Clumps of sickle cells block blood flow in the blood vessels that lead to the limbs and organs. Blocked blood vessels can cause pain, serious infections, and organ damage.

**Glaucoma:** is a disease of the eye marked by increased pressure within the eyeball, damage to the optic nerve, and gradual loss of vision.

**Lupus:** is a chronic inflammatory disease that occurs when the body's immune system attacks its own tissues and organs. Inflammation caused by lupus can affect many different body systems, including

joints, skin, kidneys, blood cells, heart, and lungs. Lupus occurs more frequently in women than in men, although the reasons for this are unknown.

**Autism:** is a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities.

**Q10.3: Has N been given at least one MMR vaccine?**

**Q10.4: Was N given his/her first MMR vaccine between 11 and 13 months?**

Questions 10.3 and 10.4 only apply to persons under 5 years of age. Note that these two questions do not appear in the head of household section since the head of household should always be over the age of 5 years.

You should first ask the respondent if N's vaccination card is available. If the card is available, you should record the response to both questions in the middle column. However, if the card is not available, the responses to these questions should be recorded in the third column.

Question 10.3 asks if N has been given at least one MMR vaccine. The **MMR vaccine** is an immunization shot against measles, mumps and rubella generally administered to children around the age of 1 with a second dose at age 4 to 5. If the response is 'No' to the question, whether or not the vaccination card is available, you should skip to question 10.5a.

If the response to question 10.3 is 'Yes', you should continue to question 10.4, which asks if the first vaccine was administered within one month of the child's first birthday i.e. between 11 and 13 months.

**Q10.5a: Has N's birth been registered?**

Question 10.5a asks whether or not the child's birth has been registered. This information will be useful in comparing the census information to existing administrative records on the number of registered births. Note the instruction if the response is 'No' or 'DK/NS'. **INTERVIEWER: IF PERSON IS UNDER 2 YEARS END INTERVIEW OTHERWISE CONTINUE TO SECTION 11**



**Q10.5b: Where was it registered?**

This question seeks to capture where N's birth was registered. Note that the first four options are specific to Belize. Therefore, if the birth was registered at any of these places abroad, you should shade the bubble beside abroad.

**SECTION 11: EDUCATION (FOR PERSONS 2 YEARS AND OVER)**

The purpose of this section is to provide information about the level of academic schooling and training in Belize's population. It will provide information to policy makers and planners as to the future needs for schools, colleges and universities and training schools. Information will allow an evaluation of the general integrity of the administrative data from the Ministry of Education.

**Q11.1: Are you/Is N currently attending formal school, whether full-time or part-time?**

This question is straightforward. Students in formal institutions most often attend school full-time, however, some secondary and tertiary level institutions do offer part-time courses.

For this question, "school" refers to formal schools such as primary and secondary schools, sixth-form and other post-secondary institutions as well as universities. However, "school" also includes correspondence courses, and distance learning via the internet, as long as the respondent is working towards some certification. Vocational schools are not considered formal schools.

Ensure that the response is "Yes" if the individual is temporarily not attending school due vacation, holiday, illness, industrial dispute, weather or similar conditions. **Note the skip instruction if the response is 'No' or 'DK/NS'.**

**Q11.2a: In what school level and class are you/Is N presently?**

This question will provide information on present enrollment at each class and school level. "Class" refers to the standard or form in which the person is enrolled presently. **Note the skip instruction if the person is at the Associates level or higher.**

In the cases where a person was educated abroad and his/her response to questions 11.2a or 11.2b does not directly match the options provided, the interviewer should record the response under "other" and specify the country where the education was received. (e.g. Grade 6 – Nicaragua).

**Q11.2b: What was the highest level of formal school you/N completed?**

This question provides important Census information concerning educational attainment in a country. If the person to whom the questionnaire relates has never earned a certificate, diploma or degree, shade

the bubble corresponding to 'None'. The responses here can include certificate, diplomas, or degrees obtained through correspondence courses including the Internet and through distance learning so long as the end result is one of the categories stated as options in this question.

**Q11.3: What is/was your/N's field of education or programme of study?**

Note that this question only applies to persons at the Associate Degree's level or higher. Some examples of 'field of education' include Business Administration, Information Technology, Biology etc.

**SECTION 12- ACCESS TO THE INTERNET (FOR PERSONS 5 YEARS AND OVER)**

Access to and the use of the Internet is rapidly expanding in all countries. This is resulting in significant changes in communication practices, social customs, personal habits and economic development. The questions cover a period of the last three months i.e. February to April 2010.

**Q12.1: Have you/Has N used the Internet within the past 3 months?**

If the response is 'Yes', continue with the next question. If the response is 'No' or 'DK/NS' and the person to whom the questions apply is 14 years or older, then go to the next section; however, if the response is 'No' or 'DK/NS' and the person is less than 14 years old, end the interview for that person.

**Q12.2: What kind of equipment/device did you/N use to access the Internet in the past 3 months?**

This question will provide information on how the population accesses the internet. Mobile devices include cell phones and personal digital assistants (PDA).

**Q12.3: Where did you/N use the Internet in the 3 months?**

This question is to determine where the respondent actually used the internet. A "Home" response indicates that there is a personal computer in the respondent's home that has internet access.

In question 12.3, "community Internet access facility" refers to a public places such as libraries and community centers that offer free Internet access.

If the person to whom the questionnaire applies is 14 or older, then continue with next section. However, **if the person is less than 14, end the interview for that person.**

## SECTION 13- TRAINING (FOR PERSONS 14 YEARS AND OVER)

Responses to the training questions will provide useful information to employers and industries that need trained individuals to operate equipment, machinery or have administrative, clerical or professional skills used in an office environment. All these questions are directed at persons 14 years and over.

### **Q13.1: Apart from your/N's formal education, have you/has N ever completed any training for a specific job or occupation?**

The training must be for a specific occupation or profession and can have a practical component as in the case of apprenticeships or on-the-job training.

A "no" response should be recorded for persons who are presently in a vocational institution and have not completed any previous training.

If the respondent has pursued more than one training course, interviewer should refer to the most recent one completed when asking questions 13.2 and 13.3. As in the case of question 11.3 (field of education), responses to question 13.3 should be very specific. (e.g. auto mechanic, plumber, welder, bicycle repairer)

**Note the skip instruction if the response is 'No' or 'DK/NS'.**

### **Q13.2: Referring to the most recent training completed, how was it received?**

This question identifies the most common means by which such training was received, giving an indication of the types of training. Answer only the **main** method that was used. The definitions for the categories are as follows:

**Correspondence course** - this is private study. It applies if the training was acquired only through books such as teach- yourself manuals or courses provided by correspondence, that is, through the post from an institution. This person will not have gotten training by attending any formal classes.

**On the job** - this type of training is what may be regarded as "do-and-learn" training. It takes the form of a short course with some tutoring offered at the place of employment to acquire a special skill.

**Apprenticeship** - an apprenticeship is also "do-and-learn" training but differs from on-the-job training in that there is no actual course offered. The person learns simply through practice while engaging in the normal work routine.

**Institution** - institutions include commercial schools /secretarial colleges, vocational or trade schools, technical institutes or other established bodies that provide specialized training outside of the conventional school system.

**Workshop or Seminar** - short training courses other than those already covered above. These would include courses that last as little as one day or several weeks, and may be organized by any person or entity including a club, association or other special interest group (on a subject or an issue of concern to them). Commercial establishments marketing a new product may also use workshops to train persons in the use of such product.

**Distance Learning** - It is similar to the correspondence course where training is acquired through private study. In this case however, the course material is supplied over the Internet rather than through the post.

**Other (specify) \_\_\_\_\_** - Any source of adult training not included in the categories above. Do not specify the type of training on the line provided.

**DK/NS** - Use only as a last resort.

**Q13.3: For what job or occupation were you/was N trained?**

This question will provide some indication of the types of skills being acquired by persons receiving training as mentioned above.

Write the occupation for which the person was trained on the line provided. The shaded boxes should be left blank as these will be filled in by the coders.

**SECTION 14: ECONOMIC ACTIVITY (FOR PERSONS 14 YEARS AND OVER)**

The following series of questions on Economic Activity are designed to classify all individuals 14 years and over in the country into three mutually exclusive categories, namely, employed or unemployed, and those not in the labour force. The data provides valuable socio-economic information related to the individual's labour market status that is used by policy makers to make decisions regarding the management of the economy and by investors to assess the supply of labour.

**Q14.1: Last week, did you/N do any work for pay, profit or family gain for at least 1 hour?**

This question will be used to classify persons who were employed during the calendar week (i.e. Sunday to Saturday) preceding the week of enumeration, as well as persons who were unemployed or out of the labour force during the same period. Follow the skip pattern carefully in this question; otherwise the respondent will respond to questions that are inconsistent with his/her labour force status. The terms job, work and employment can often be used interchangeably to ascertain an

individual's status. If the respondent had a job and worked, or had a job but did not work, it means that he/she was engaged in the production of goods and services over the specified reference period.

Usually, **work** entails the receipt of a wage/salary or some other form of payment such as commissions for sales. There are several types of activities considered as 'work' however, including some which do not attract payment. Essentially, a respondent worked if he/she was given some form of compensation, whether monetary or in kind, for the effort put forth.

#### **Examples of activities defined as 'work'**

- ▶ Selling newspapers, cigarettes or lottery vending; roadside washing of cars windshields for tips or payment.
- ▶ Managing business or farm although not directly involved in production of output
- ▶ Preparatory activities for future operation: For example, a fisherman who was repairing nets for future outings or a businessman buying or installing equipment and ordering supplies in preparation for opening of business.
- ▶ Unpaid work in an economic enterprise operated by a relative living in the same household or work in the household enterprise without pay but with a share in the earnings be it cash or kind. Exclude unpaid 'family worker' who was not at work during the reference period.
- ▶ Outsourcing, i.e. the practice in some types of business activity, where all or part of production is allocated to individuals or households who carry out this work at home and receive payment on a piece rate system.
- ▶ Apprenticeship, but only if the training is related to production and regardless of whether pay is received or not.
- ▶ Paid domestic services, including baby-sitting and the teaching of children in their homes for payment in the form of cash or kind (e.g. boarding, lodging etc.).
- ▶ Production for own or household consumption (e.g. backyard vegetable production) but only if the majority of the production is for the individual's or household's subsistence. Also the construction or major renovation of own house (not minor repairs).
- ▶ Lay-offs or no-pay leave, i.e. where a person's activity or contract of employment is suspended for a specified or unspecified period, at the end of which the person has a recognized right or expectation to return to work. The important consideration is that there is still a job attachment.

#### **Examples of activities 'not defined as work'**

- ▶ Work done without pay for a household or family member who does not own a farm or business but who is himself/herself a salaried employee. For instance typing done for a spouse who is an employee of Government or private employee e.g. typing done for a senior public servant by his spouse.

- ▶ Unpaid home activities such as child care, cutting lawn or painting the house.
- ▶ Training or apprenticeship, which is unrelated to the production activities of the enterprise, even if a stipend is paid.
- ▶ Volunteer work for organizations such as hospitals, PTAs or unpaid community service.
- ▶ Investment in a business but not contributing to its management or operations e.g. holding shares and stocks.

**Q14.2: Last week, did you/N do any of the following activities for pay, profit or family gain for at least one hour?**

You will further probe to determine whether or not the person did any work during the reference week by reading a list of economic activities that are commonly left unreported in surveys and censuses. The person does not need to do any of the activities on a regular basis. As long as he/she replies 'Yes' to any one of the examples, it means the person did work for at least one hour and is therefore considered employed.

Included here are all types of fruit and food vendors. It includes those who sell from home, prepare the food at home and sell door-to-door, in stalls, at bus stops, etc.; delivery persons who carry a person's groceries to a car, or use mechanical (bicycle cart) means to transport goods, those who "catch-and-kill", and hairdressers/barbers.

**Q14.3: Last week, did you/N have a job, business or farm from which you were/N was temporarily absent?**

Persons who have a formal job attachment but were away from their job for a valid reason such as vacation, illness or industrial action are considered employed; especially if they are receiving a salary or wage.

**Q14.4: If you/N had been offered a job or the opportunity to start a business during the last two weeks, what would have prevented you/N from taking up that offer?**

This question is asked of all persons who did not have a job during the reference week. Some possible reasons are listed as follows:

**Nothing:** Select this option if the person would have been willing to work if offered a job during the reference period.

**School:** This section on economic activity is filled in for persons as young as 14 years old, but many older people are still attending school. These include some older adults who leave the workforce to pursue their education full-time.

**Home duties:** This applies to persons who prefer not to seek paid employment and instead stay at home and care for themselves and their families.

**Retirement:** These are persons who, for all intents and purposes, have left the workforce permanently whether it is due to age, illness or some other reason.

**Other:** Shade the bubble corresponding to this response and record the reason given by the respondent if it differs from the stated options above.

**DK/NS:** Don't Know/Not Stated. Use as a last resort.

**Q14.5: Last week, how many jobs or businesses did you/N have?**

This is a straightforward question which asks the respondent how many jobs or enterprises they worked during the reference week. This question should always have an answer, and the minimum value permissible is one.

For the purposes of question 14.5, the number of jobs would be equal to the number of employers they had during the week, regardless of the duration of the employment; add 1 if they worked on their own account at anytime during the week. Note that if they were hired by the same person/entity on two or more occasions during the same week, such occurrence would still be counted as one job.

**Q14.6: What category of worker are you/is N in your/N's main job?**

"Paid workers" are those who have received some form of monetary compensation for the work performed. The categories identified on the questionnaire are defined as follows:

**Own business/self-employed with paid help**

A person who operates his or her own economic enterprise or engages independently in business or trade, and hires one or more employees who are paid in cash or in kind.

**Own business/self-employed without paid help**

This person operates his/her own economic enterprise or engages independently in business or trade, and hires no one that he/she pays in cash or kind.

**Paid employee – Government**

This is a person who works for the Government of Belize (either central or local) and receives a wage or salary. Note that persons who tender their service to the government, such as school bus operators and contractors hired for specific projects under tender, are self-employed and not government employees.

**Paid employee – Quasi Government**

Examples for quasi government institutions are the Development Finance Corporation (DFC), Central Bank of Belize, Social Security Board, Karl Heusner Memorial Hospital (KMH), Statistical Institute of Belize (SIB), BELTRAIDE, Belize Ports Authority, Belize Airports Authority, Border Management Agency and Belize Tourism Board (BTB).

**Paid Employee – Private/NGO**

Person employed by a private business or non-government organization and receives payment in the form of a wage, salary, commission, piece rate or in kind.

**Paid Employee – International Organisation/Embassy**

This category mostly covers local employees of foreign embassies, consulates and international organizations such as the United Nations organizations (UNICEF, UNFPA, PAHO, UNDP), IDB, Caribbean Climate Change Center.

**Unpaid family worker**

A person who works for relatives in a business or farm, which is run for profit but who receives no payment in cash.

**DK/NS**

Don't Know/Not Stated. Used as a last resort.

**Q14.7a: What is your/N's job title in your/N's main job?**

This question asks for details of the job held by persons who worked at least one hour in the week preceding the Census. Where a person has done more than one job, this question relates to the main job, which in general, will be the one the person spends the most time at.

It is absolutely important that detailed information is captured on occupation for proper coding. Avoid vague and ambiguous terms such as clerk, cleaner, farmer, labourer, etc. Data entry clerk, accounts clerk, office cleaner, hotel cleaner, vegetable farmer, citrus farmer are much preferable responses.

**Q14.7b: Give a brief description of the main duties performed:**

Probe for a description of the main duties performed since vague terms such as agent, apprentice, attendant, clerk, proprietor and salesman are insufficient and will not be accepted – they must be very specific.



For example:

- a bank clerk or accounts clerk rather than just a clerk
- a primary school teacher rather than just teacher
- a bus driver rather than just a driver

Leave the shaded boxes blank as these will be filled in by the coders.

**Q14.8a: What is the name of the establishment in which you/N work in your/N's main job?**

Obtain the name of the establishment. In the case of persons employed by the Local or Central Government, write the office, or department in which they are employed. If the establishment does not have an official name record the name of the employer (e.g. Tom Jones).

**Q14.8b: Give a brief description of the main economic activity carried out there; i.e. type of goods and/or services produced:**

This question looks at the type of economic activity that is carried out at the main job where the person is employed. Essentially, the question seek to obtain the main goods and services produced

If there is more than one economic activity being carried out, for example, manufacturing and transportation of finished products, specify the **main** business as determined by the greatest monetary value of the good or service produced. Leave the shaded boxes blank as these will be filled in by the coders.

**Q14.8c: In what district and city, town or village is the establishment located?**

**Q14.9: How many hours did you/N work in all jobs last week?**

What is required is the total number of hours worked. Exclude all absences from work whether paid or unpaid and include all over-time, all hours worked at a second job, or at any other job(s) done during the reference week. Record the total hours in the boxes provided and shade the corresponding bubble.

**Q14.10: Last month, in which category on this flash card did your/N's total income from employment or business fall?**

This is a very delicate question since many individuals are reluctant to reveal their income. If a person refuses, reassure him/her that the information will not be disclosed at the individual level; neither will it be passed over to any other government department or organization.

This question collects information on income received from the respondent's main job, making it possible to generate an overall employment income distribution. When cross referenced with items such as occupation, industry and other population data, policy-makers are able to gain a clearer understanding of various socio-economic issues. Examples include relationships between remuneration and education, age, household composition, and housing types.

What is required for salaried or wage workers is the total income from work, including allowances, before any deductions for income tax, social security or for any other purpose in the last pay period. For self-employed persons, the net income is required (total income less salaries and business operating expenses). Use the Income Flash Card supplied and enter the income level category in the box provided.

**14.11a: Did you/N receive any cash or goods from family or friends abroad during the period May 2009 to April 2010?**

This question seeks to find out if the respondent received remittances from family and/or friends abroad.

**14.11b: What was the total value of the cash and goods that you/N received during that period?**

Present your income flash card for the respondent to select a category which will indicate the amount of money received from family and/or friends abroad. In the case of goods received, they should be assessed at local market value.

**SECTION 15: MARITAL AND UNION STATUS (FOR PERSONS 15 YEARS AND OVER)**

Responses to the questions in this section will provide information on the structure and composition of family units and other living arrangements in the country. Information on marital status is used in social studies since it is associated with such factors as educational attainment, occupation and fertility. Marital status is also essential in assigning the correct household and family composition codes.

**Q15.1: What is your/N's present marital status?**

The categories are as follows:

**Never Married:** Applies to persons who have never married or whose only marriage has been annulled.

**Married:** Refers to a married person regardless of whether his or her spouse is living in the household, unless they are legally separated. Married usually means having participated in a formal, legal ceremony for which a marriage certificate was provided.

**Divorced:** Applies to persons who are legally divorced because they no longer want to live together AND have obtained a divorce.

**Widowed:** Applies to a person whose spouse has died, and the person has not remarried.

**Legally separated:** Refers to married persons who have been deserted or who have parted because they no longer want to live together but have not obtained a divorce.

**DK/NS:** Don't Know/Not Stated. Used as a last resort.

**Q15.2: Which of the following best describes your/N's present union status? [READ OPTIONS ALOUD]**

This question indicates the types of relationships, or union status in which persons 15 years and over are presently engaged. It is important to note that all unions mentioned in this question relate to the person's status with their current partner. The enumerator must read the list of options in order for the respondent to select the best answer. The categories are as follows:

**Married and living with spouse**

A person who is legally married is a person whose marriage is formally registered in accordance with the law. For the purposes of the Census, the person must be living with his/her present spouse. It does not matter whether he/she had a previous marriage.

**Common law relationship**

In this instance the person is living with a partner but is not legally married to that partner. However, the person may have been previously married but is now divorced or separated from that partner. Remember, what is required is the status with their current partner.

**Visiting partner**

In this case the person may be the visiting partner or the partner being visited. What is being recorded is the type of relationship, and refers in fact to a sexual relationship, not a platonic one, in which the partners live in separate households but maintain a steady relationship.

**Not in a union**

Here the person is neither living with a partner, nor having a visiting partner relationship. (Could be divorced, widowed, legally separated AND not in a union).

**DK/NS:** Don't Know/Not Stated. Used as a last resort.

**Q15.3: Have you/Has N ever been in a common-law or visiting partner relationship before?**

This question is aimed at those persons who have never been married and are currently not in any type of union.

**Q15.4: How old were you/was N when you were/N was in either a marriage, visiting partner, or common-law relationship for the very first time?**

Record age at last birthday prior to being in a relationship. If the respondent does not remember the age, ask the person to estimate the age of first marriage or in a union.

**Note the interviewer's instruction to end the interview if the person to whom this questionnaire applies is male since the next section applies to females 15 to 49 years only.**

**SECTION 16: FERTILITY (FOR FEMALES 15 TO 49 YEARS)**

Fertility data is important to collect and analyze as it indicates the actual reproductive performance of a population. Accurate information on fertility patterns are essential ingredients in the calculation of population projections that are needed for planning for future government services.

Many women may consider these questions as sensitive and the answers to be private. They may not like to provide this kind of information in the presence of other persons, sometimes even including their spouse. **For all questions in the fertility section, it is therefore particularly important that the enumerator should attempt, if possible, to ask these questions in a face-to-face interview with the female respondents.** Another reason for this is that females who have undergone the birth event are in the best position to correctly report their own fertility history.

**Q16.1a: How many live-born children have you/has N ever had?**

Live birth occurs when the infant shows some sign of life (breathing, movement, crying) at birth. For this question, count all live births that the woman has ever had; including babies who died (even shortly after birth) or who no longer live with her. Exclude miscarriages and stillbirths (a birth at which the baby showed no sign of life). If there is any doubt about whether a birth was a stillbirth, do not count that birth among the babies a woman has ever had.

Write in the total in the boxes provided and shade the corresponding bubbles.

**Q16.1b: How many of your/N's live-born children are still alive?**

Count all live births still alive, including any babies who no longer live with her. Be sure to include any children born to this woman during a previous marriage and those born out of wedlock.

**Q16.2: How old were you/was N when you/she had your/her first live-born child?**

Age at first birth is known to be associated with the total number of children which a woman will have – the earlier the first birth, the greater the total number of births likely. Record the mother's age at her last birthday when the first live child was born. Note that if the mother only had one live born child then her age at first birth and last birth would be the same; hence no need to ask 16.3.

**Q16.3: How old were you/was N when you/she had your/her last live-born child?**

Similarly, age at last (most recent) birth gives an indirect indication of whether the woman is likely to produce any more children. Record the mother's age at her last birthday when the last live child was born.

**Q16.4a: How many live births did you/N have during the period May 2009 to April 2010?**

This question will provide an indicator of recent fertility levels. Ensure that only live births are counted. Note the skip instruction to end the interview if the person did not have any live born children within the past 12 months.

**Q16.4b: How many of your/N's children who were born during that period have died?**

Indicate whether any of the children born in the last 12 months have died. If none, end interview for this person.

**Q16.4c: What was the sex and age of the child/children?**

This question will provide an up-to-date measure of infant mortality. Show how many males and females, that were born to the person to whom the questionnaire relates, have died under age one in the last 12 months.