

2005

INSTRUCTIONS MANUAL

FOR

ENUMERATORS

Table of contents

| | |
|--|----|
| INSTRUCTIONS TO ENUMERATORS | 4 |
| Part 1 | 4 |
| Introduction:..... | 4 |
| The Job:..... | 4 |
| How to approach the public: | 4 |
| Your Equipment;..... | 5 |
| Part 2 | 6 |
| GENERAL INSTRUCTIONS | 6 |
| The Enumeration Areas (EAs);..... | 6 |
| Census Night..... | 6 |
| The Household..... | 6 |
| Whom should you enumerate?..... | 7 |
| What happens if there is no one at home? | 7 |
| The Questionnaire | 8 |
| Check your work..... | 8 |
| The Label | 8 |
| Part 3 | 10 |
| HOW TO FILL IN THE QUESTIONNAIRE | 10 |
| General Rules..... | 10 |
| The interview and the questions | 11 |
| Questions 1 & 2: Name and Relationship..... | 12 |
| Question 3: Sex | 13 |
| Questions 4: Date of Birth | 13 |
| Question 5: Ethnic Origin | 14 |
| Question 6: Marital Status | 14 |
| Question 7: Real Father | 15 |
| Question 8: Real Mother..... | 15 |
| Question 9: Religion | 16 |
| Question 10: Home Island | 16 |
| Question 11: Birth Place | 17 |
| Question 12: Residence at the last census (2000)..... | 17 |
| Question 13: School Attendance..... | 17 |
| Question 14: Educational Attainment..... | 18 |
| Question 15:“In what area/subject/field?” | 18 |
| Questions 16-20 Related to Health | 18 |
| Question 21: Type of activity | 19 |
| Question 22: Cash Work status..... | 20 |
| Question 23: Cash Work – Occupation | 21 |
| Question 24: Job status | 21 |
| Question 25: Cash work – employer..... | 22 |
| Question 26: Seeking paid Job..... | 22 |
| Question 27:“How many children have she ever borne?” | 23 |
| Question 28: “How many of the children she has borne alive are still alive?” | 23 |
| Question 29: “How many of the children she has borne have died?” | 23 |
| Question 30. “How old is your first born child?” | 24 |
| Question 31. “When was the last child born?” | 24 |

| | |
|---|----|
| HOUSEHOLD QUESTIONS | 25 |
| 1. Housing and Lands | 25 |
| 2. Food | 26 |
| 3. Livestock..... | 26 |
| Household Pets..... | 26 |
| 4. Fishing..... | 26 |
| 5. Capital Goods..... | 26 |
| Communication and Transport Goods | 26 |
| 6. Source of Lighting | 26 |
| 7. Water and Sanitation..... | 27 |
| 8. Cash Inflow | 27 |
| 9. Environmental Issues..... | 27 |
| ANNEX 1..... | 29 |

INSTRUCTIONS TO ENUMERATORS

Part 1

Introduction:

1. The census is a count of the country's total population. This is a complete enumeration – unlike surveys which are often targeted at some smaller groups of people.
2. In addition to the total count of the people living in Kiribati, the census is designed to provide information on the structure and distribution of the population and by comparing with previous censuses, the rate of growth. The household questions do provide important information on household characteristics and assets.

The Job:

3. Your job as an enumerator is to enumerate everyone who was in your area on census Night. **You have to ask the questions and to record the answers that are provided by the house members. It is the most important single job in the census. You must make every effort to obtain the complete and accurate answers and to record them correctly.**
4. The success of the census depends upon the public's willing to help and it is your job to obtain this by being polite, patient and being tactful always.
5. The information you obtain is **confidential** and will be used to compile summary or group statistics. You are not permitted to discuss it, gossip about it or show your records to anyone not employed in the census. Make all entries on the questionnaire yourself. Do not leave your questionnaire books lying around where unauthorized persons may have access to them.
6. You may only ask such questions as are necessary to enable you to complete the Questionnaire. It is the duty of everyone but if impossible, adults are to give you such information about themselves and members of the household, especially the old people and the children.
7. Penalties are provided for if either you or members of the public fail to do what is stipulated in the Census Act.

How to approach the public:

8. Act as though you expect friendly co-operation and behave so as to deserve it.
9. Start interviewing only when you have identified yourself and exchange greetings. Explain what the census is all about and be ready to answer any questions about the census that the people may ask.

10. During the interview let the people take their time. Never put answers in their mouths. Work steadily and make sure answers are plain to you before you write anything down. Do not accept at once any statement you believe to be mistaken but tactfully ask further questions to obtain correct answers.
11. It may happen that someone refuses to answer your questions. Almost always this is because of misunderstanding, remain courteous and stress the importance of the census and convince them that it has nothing to do with taxation, licenses or similar government activities. The main purpose is to obtain figures required for administrative and planning purposes. The information is confidential and names of individual persons are never released to anyone outside the census organisation. No organisation outside the census has access to the unit records only the summary figures are presented.

Your Equipment;

12. When you have completed your training successfully, you will be issued with;
 - a. a letter of identity
 - b. census questionnaire books
 - c. instruction manual to enumerators
 - d. ball point pens (blue only)
 - e. self adhesive labels
 - f. a bag.
13. You will be required to return your letter of identity and all census questionnaire books at the end of the enumeration and you cannot be paid until you have done so.

REMEMBER: WHAT YOU ARE DOING IS THE MOST IMPORTANT AND CRITICAL ASPECT OF THE ENTIRE CENSUS OPERATION. WE AND THE KIRIBATI GOVERNMENT DEPEND ON YOU!!

Part 2

GENERAL INSTRUCTIONS

The Enumeration Areas (EAs):

14. You will be allocated an area you will be responsible for visiting every household in it and for recording particulars required of every person and household.

Census Night

15. The Census Night is the **Midnight Monday 7th November 2005**.
16. You are responsible for enumerating everyone in your area referencing to midnight 7th November 2005
17. Start on census day (i.e. Monday morning) and aim to finish on Tuesday evening. If this is not possible, finish on Wednesday morning. Remember people staying in maneaba will be counted according to the normal household that they live in. For example, a group of people in the corner might be from one house therefore regarded as one household. Remember that the longer you prolong your enumeration, the more likely is the count to go wrong as people may have moved within the last few days.

The Household

18. A household is a small group of persons who share the same living accommodation, who pool some or all of their income and wealth and who consume certain type of goods and services collectively, mainly housing and food.
19. The household is the small group of persons for the purpose of the census and you will enumerate the population by household. A household may consist of one or more persons who may or may not be related to each other and who may occupy a house or part of a house. If two or more groups of persons, each of which has its own separate cooking and eating arrangements, live in the same house treat them as separate households.
20. A group of persons such as a choir staying in a maneaba will be treated as a single household provided these people sleep and eat together for a long period of time; otherwise they should be counted with the household they normally live in. If there are families staying in the maneaba and cooking and eating as groups, each should be treated as a household.

21. Sometimes groups of people live together but cannot be said to belong to a household. Ship crews and persons in hospitals, colleges and prisons are examples. These will be considered as staying in “institutions” and not in households.
22. Supervisors will make arrangements for enumerating such people and you may be instructed to help with these special cases. Persons in institutions or on board ships should be treated as if they belong to a single household. The name of the institution or vessel should be written at the top of the questionnaire so as to make it clear that it is not a private household.
23. Those working in institutions but who live in their own households should be enumerated with their own households and not with the institutions, thus a nurse on night duty should be counted with her household and not with patients in the hospital except those away on the local ships will be enumerated on their ships by the Supervisor on the island where the ship anchors.

Whom should you enumerate?

24. Enumerate **all persons** who were in the household on Census Night. This may mean people who are generally live in the house within the last week.
25. You must interview as many persons as may be necessary to enable you to obtain particulars of all persons who were in the household on the night before your visit, see as many persons as possible. In general the head of household or the most senior member should be interviewed. Often it is the wife staying in the house that will be interviewed. If she cannot answer all questions you may need to return when the husband returns.
26. Sometimes there are persons who would normally have slept with the household but who were absent on Census Night and did not sleep in any other house. Examples are night fishermen, police officers and nurses on night duty, persons working on a night shift in a hotel and so forth. Such persons are to be enumerated with the household they normally live in.

What happens if there is no one at home?

27. It may happen that when you visit a house that is inhabited you are unable to obtain any information, either because nobody is at home or because the adult occupants are away at the time.
28. You must enquire from those at home when will be the best time to call back. If there is no one at home, ask the neighbours when the members of the household are likely to be at home and arrange your next visit for that time. **Always come back for the house that is not ready at the time.**
29. If after three visits you have not succeeded in finding anyone at home, make a note of the place and tell your Supervisor.
30. Try and send words ahead of you to say when you will be visiting households.

The Questionnaire

31. All the information required at the census is to be recorded on the questionnaires which will be issued to you in bound books of sixty forms. None should be taken out or destroyed. You will have to account for all of them. Remember these will be returned to the office to keep track on the missing books.
32. Detailed instructions for completing the questionnaire are given in Part 3 of these instructions.

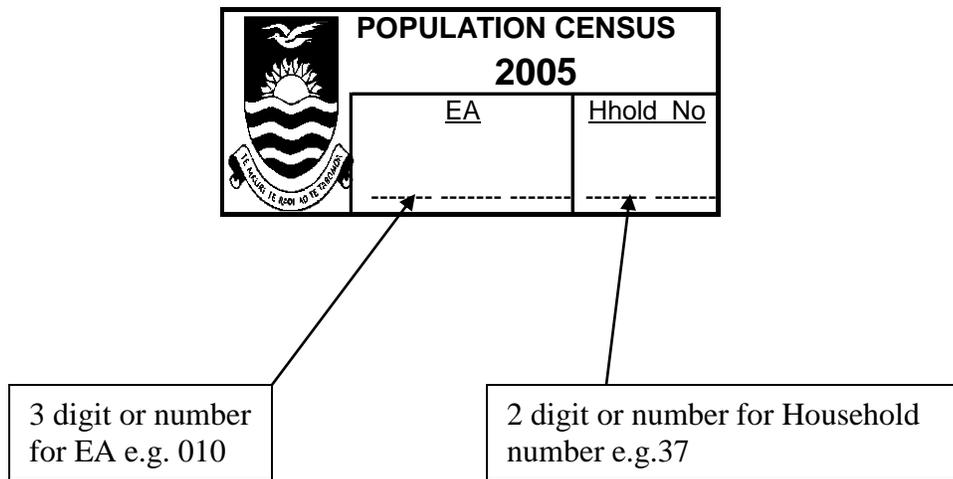
Check your work

33. Before you leave the household, look at the questionnaire you have completed for each person. Make sure to check that everyone has been included (including newly born) and that the information collected is accurate. It is better to check your work on the spot than to have to go back or be sent back. It will save you time and trouble.
34. In particular you should check that,
 - a. no one has been missed,
 - b. others can read what you have written,
 - c. all the lines has been filled in where they should be,
 - d. the answers are correct.

The Label

35. You will be given a supply of self-adhesive labels. They are to be used to mark those houses you have visited and whose occupants you have enumerated. The purpose of the label is to help ensure that no household is enumerated twice and that none is missed. It will make checking easier.
36. When you have enumerated the household, write the EA number which is a three digit and the household number (2 digit) on the label, detach it from its backing and fix it to the house. Place it where it will be easily seen, preferably on a post out of reach of small children. Ask the people to leave it in place until the start of the school terms so that they may be spared the inconvenience of unnecessary visits. Explain that the label will peel off and that they are used for the purpose of the census only.
37. A label is to be fixed to a house only when a questionnaire has been completed in respect of its occupants. The number on the label must correspond with the household number on the questionnaire.

38. The numbers on the label will contain a space for 5 numbers; these are explained as the first 3 for the EA which you should put down yourself. You are to put your next 2 digit numbers to mark the number of the household that you give:
For example: 01037 **simply means at the EA 10,37 is Household number i.e. the 37th household counted within EA 10.**



Part 3

HOW TO FILL IN THE QUESTIONNAIRE

General Rules

- a. Complete the questionnaire yourself.
 - b. Use only the BLUE PENS provided
 - c. Keep the questionnaire clean
 - d. Write legibly in **CAPITALS**
39. The questionnaire is in 2 parts. The first is for all persons in the household. The second is for information about the household.
40. The form for persons in the household is further divided into four sections. Questions are asked
- a. The first set of questions 1-15 is for **all persons**.
 - b. The second set i.e. 16-20 is for persons aged **10 years and over**
 - c. The third is for **all persons born in 1990 or before**. I.e. all persons aged 15 years or more. (questions 21-26)
 - d. The fourth section is **for women only born in 1990 or before**. Ask questions 27-31 of all women born in 1990 or before and make written entries for each.
41. **Start with the head of household as person number 1** and then followed by other members of the household and make written entries using one column for each person.
42. Complete this part of the questionnaire before entering the household particulars.
43. Complete a separate questionnaire for each household. If there are more than 8 persons in a household, continue on the next page. Write **'continued'** at **the foot of the first page and at the top of the second**. Change the person number on the second and subsequent pages. The first person on the second page will usually number '9', the second person '10' and so on.
44. If information is given to you by someone other than the person concerned and some details are unknown, you may write **'not known'** or **'NK'** in the appropriate box. However, make every effort to obtain full and correct answers and to avoid the use of **'NK'**.
45. If you make a mistake, cross it out neatly with a single line and correct it. If there is no room to make the correction, draw a line through the whole column for the person, write

along it **'mistake'** and complete a new column for that person bearing in mind the person number.

46. If you make a mistake involving a whole household, draw a diagonal line across the questionnaire, write along it 'spoilt' and complete a fresh questionnaire for the household. **Never tear a spoilt questionnaire out of the book.**

The interview and the questions

47. When you arrive at a house, greet the occupants and identify yourself as a census enumerator.
48. *Ask, "Who is the head of this household?"*
49. The Head of the household is the person who is regarded by the members of the household as its head. It can be a man or a woman. This person is usually a mature person and one who looks after the family. If the head of the household is not present, ask for the next senior person.
50. Explain that you must record particulars of everyone who was present in the household on census night. If people came and went during the night, record them according to where they were at midnight. **However the intention is to record people who generally live in the house in the past few days.**
51. First enter the name of the village and EA number, Household Number, Household Type and then ask how many people in the house and put in the numbers to fill in the top level of the questionnaire
52. The household number - You will allocate this number yourself. The first household you enumerate will be 01, the second 02 and so on upwards. Household type which is private or collective.
 - a. **'Private'** denoted 'P' is the houses that a normal family live in
 - b. **'Collective'** denoted as 'C' is houses that include people living as a community such as boarding schools, ships, prisons etc, this is also known as an institute.
53. Then complete the main body of the questionnaire and finally complete the household section.
54. The instructions which follow deals with what is required and will help explain the notes printed on the questionnaire. Study them together.
55. The instructions also deal with the way in which you should ask the questions. It is important that everyone asks the census questions in the same way to avoid getting different answers.
56. *For the best results, try to obtain information directly from the person concerned.*

57. Your first job is to make a list of all persons who were in the household on census night. Starting from the head of the household, if he or she was present, or with the person in charge of the household at that time.
58. Then list all the close family and carry on with the relatives and non-relatives which are often recorded as “other relative” shortened as ‘**others**’.

Questions 1 & 2: Name and Relationship

59. Ask “*Who stayed here on census night?*”
60. It is important that you list names in a set order so that you have a clear picture of the household from the very beginning.
61. List members of the household by family, starting from the head and his wife and unmarried children, starting with the eldest and working down to the youngest including adopted children if there is any. Then enter married children and their spouses and children. Then list other relatives and their wives and children who were in the household on census night. Finally list those who are not related to the head of the household.
62. Very young children are sometimes forgotten so pay particular attention to getting all babies counted. If the infant has no name, write ‘**Baby of ---(mother’s name)**’.
63. When you have written the names of all who were in the household on census night, read over the list and ask, “**Is that correct?**” if not correct the list. Then ask, “**Was there anyone else here on the night?**” if there was, include them.
64. Then look about you. If you see infants or children whose mothers are included, or very old or sick people, ask “**What about that child? Is he or she listed? And what about that old man? Are there any night workers?** You must be sure that everyone is counted.
65. At the same time as you write the names on line 1 you should enter the relationship on line 2.
66. **Write ‘Head’ against the name of the head of the household. Then write the relationship of each person to the head or to his/her parents if they are present, or show the relationship as husband/wife. Children, relatives of head and then other people not related to the head of who are to be recorded as ‘Other’.**
67. Since every person will be entered under the number at the top of the column, his/her relationship may easily be written as ‘**Wife of 1**’, ‘**Son of 1 & 2**’, ‘**Daughter of 1**’ and so on, or more concisely as ‘**W of 1**’, ‘**S 1 & 2**’, ‘**Dof1**’ etc.
68. Describe relationships accurately. Be particular careful to distinguish between the children born of the parents and adopted or step children. Adopted or step children should not be classified as though they are real children of the adopting parents – especially in this Census (they will upset the Census program logic).

69. The following relationships will cover all cases with which the census is concerned. The reference person, which the relationship refers to, is the head of the household.
- a. **Head, Son, Adopted son (AD S), Mother, Brother, Wife, Daughter, Adopted Daughter (AD D), Father, Sister, Husband, Grandson (GS), Grand Daughter (GD)** For all other relatives not classified above write '**Relative**'. If the person is in none of these categories write '**Other**'.
70. Where several persons who are not related to each other are living in a household name one as the head and describe the rest as 'Partner'. This is especially in the case of Institutions.

Question 3: Sex

71. *Is this person male or female?*
72. Write 'M' for males and 'F' for females.
73. Usually the person's sex will be clear from the name and relationship but if you don't know, ask especially with infants. Never guess. Be particular careful to get the sex of infants' Check that the sex you record is compatible with relationship – do not write M for person shown as wives or daughters, nor F for person shown as husbands or sons.

Questions 4: Date of Birth

74. *When was this person born?*
75. Write the day, the month, and the year of birth.
76. Whether or not the day and month are known, you must enter a year of birth for all persons.
77. And for children born 2000-2005 you must try particularly hard to get at least the month and the year.
78. This question is one of the most important in the census and it may be the most difficult to answer. You will find many people who do not know their date of birth. In these cases you will have to estimate the age of the person and work backward to get the date of birth.
79. Many families have a bible in which birth dates are recorded. Sometimes people have birth or baptismal certificates. Ask about these documents if necessary.
80. Some people may not know their date of birth but may know their ages. Ask, "How old is this person?" If the age is known, calculate the date of birth.

81. One reliable birth date in the household may help you to work out the birth dates of other members of the household.
82. If all else fails, make the best estimate you can by judging by such things as the person's appearance and position in the household, and by using your common sense knowledge that parents are seldom younger than 16 years of ages when their first child is born, that women do not usually bear children below the age of 12 years or over 50 years and so on. Check that the ages you enter are compatible with the person's relationship to others in the household. Or try any other source like 'People can sometimes remember their age when they first met'.
83. This is very important and you should take your time with this question.

Question 5: Ethnic Origin

84. **"Is this person I-Kiribati, I-Kiribati/Tuvaluan, I-Kiribati/Other, Tuvaluan, Australian, New Zealander, Fijian or other?"**
85. Usually the answer will be obvious from the person's appearance, but if the person is not present or if you are in any doubt, ask the question.
86. When there is doubt as to the person's ethnic origin you should record the race to which the person considers he or she belongs.
 - a. I-Kiribati means that both parents are I-Kiribati
 - b. I-Kiribati/Tuvaluan means that one parent is I-Kiribati and the other is Tuvaluan
 - c. I-Kiribati/Other means that one parent is I-Kiribati and the other is neither I-Kiribati nor Tuvaluan
 - d. Tuvaluan means that both parents are Tuvaluan, or that one parent is Tuvaluan and the other is either countries apart from Tuvalu
 - e. Australian, NZ, Fijians are to be specifically stated.
 - f. If the person is in none of the categories above write 'Other'

Question 6: Marital Status

87. Ask, **"Do you have a husband/wife? If the answer is 'No' then ask "Has he/she died?"**

88. For persons who have never been married, including children , write **'NM'**

People living together as husband and wife should be shown as:

89. **'Married'** is for the couple that had been married in the church or legally.
90. **Defacto marriage'** is living together without getting married legally or in the church. The census is not really concerned with who is legally married and who is not but the information is useful for analysis. Accept the answer as it is given to you.

91. **‘Widow’** is for a person, male or female, who has been married but whose spouse has died and who has not remarried at the time of the census.
92. **‘Divorce’** is for a person who has been married but who has divorced or permanently separated and is living as such at the time of the census.
93. **‘Separated’** is for a person who has been married or have never got married but who are now separated or has temporary separated at the time of the census. Accept the answer as it is given to you.
94. You may use the following abbreviations,
 - a. **‘NM’ – never married**
 - b. **‘M’ – married**
 - c. **‘WID – widowed**
 - d. **‘SEP’ – separated**
 - e. **‘DIV’ – divorced**
 - f. **‘DEF’ – defacto marriage**

Question 7: Real Father

95. **“Is this person’s real father alive?”**
96. Write **‘Alive’** or **‘Dead’** in respect of the person’s real, natural father. (Not a father who may have adopted the person being enumerated).

Question 8: Real Mother

97. **“Is this person’s mother alive?”**
98. Write **‘Alive’** or **‘Dead’** in respect of the persons real mother, that is the woman who bore him/her. (Not the mother who may have adopted the person being enumerated).
99. If the person’s real mother is alive, ASK **“Is this person’s mother present in the household?”**
100. If the answer is ‘Yes’ and the person’s real mother was present in the household, write the mother’s person number. (If, for example, the person’s real mother was present and her particulars are recorded in column 2, write her person number ‘2’) This allows ‘mothers’ and their ‘own children’ to be linked by person number in the one household.
101. If the person’s mother was not in the household but was somewhere else, write **‘Alive Not Present’** which you may shorten to **‘AliveNP’**.

Question 9: Religion

102. **“What is this person’s religion?”**
103. People are not compelled to answer this question. If a person refuses to state a religion or objects to doing so, write **‘Objects’**.
104. Otherwise write the religion, church or denomination. For example;
- a. **KPC** – Kiribati Protestant Church
 - b. **RC** – Catholic
 - c. **SDA** – Seventh Day Adventist
 - d. **Bahai**
 - e. **COG** – Church of God
 - f. **Mormon**
 - g. Write **‘Other’** if they are not in these category
 - h. Or as the case may be. If the person has no religion, write **‘None’**.
 - i. Write **‘objects’** if they refuse to answer this question

Question 10: Home Island

105. **“What is this person’s home island?”**
106. For I-Kiribati write the person’s home island e.g. Makin or Beru for long names or you can use shorter names or abbreviation e.g. **‘BUT’** for Butaritari or **STab** for South Tabiteuea.
107. If there is more than one home island, record the father’s. However in the case where the father is from other countries, record the mother’s island. For people staying in the Line and Phoenix group, their home island should be the island in the Gilbert group, e.g. Nonouti, Makin, Abaiang, etc.
108. Write island names in full the first time you record them. Thereafter you may shorten names. In this way we can be sure that we read the abbreviations correctly. For example, if the head of the household and all the others in it have Nonouti as their home island, you will write the name Nonouti for the head of the household and may use an abbreviation **‘Non’** for the others.
109. Distinguish between North Tarawa and South Tarawa and between North Tabiteuea and South Tabiteuea using **STarawa**, **NTarawa**, **STab** and **NTab**.
110. Do not use the word **“Meang”** for Butaritari or Makin. We need to know the name of the island.
111. **The use of the Kiribati islands applies to Questions 11 & 12.**

Question 11: Birth Place

112. *“Where was this person born?”*

113. If the person was born in Kiribati, write the name of the island where he/she was born. If the mother traveled in order to give birth in a hospital or with relatives in another island, **her usual place of residence** should be recorded. If a person was born on a ship while the mother was changing her place of residence, record the island from which she embarked. If the person was born outside Kiribati, write the country of birth – for example, Fiji, Australia, Vanuatu, Tuvalu, Nauru, New Zealand, United Kingdom etc.

Question 12: Residence at the last census (2000)

114. *“Where was this person living during the last census?”*

115. Write the name of the island or country where the person normally lived at the time of the last census i.e. 2000 Census. If the person was living outside Kiribati, write the country’s name. If the person was born after the 2000 Census, write ‘Not Born’, which you may shorten to ‘NB’.

116. Record the island or country where the person normally lived at the last census. Thus a person, who may have been away from home temporarily for some reason such as being in the hospital, should be shown where he or she normally lived.

Question 13: School Attendance

117. *“Is this person attending school this year (meaning everyday)?”*

118. A person is either;

- a. **Attending school** – Write ‘At school or (AS),
- b. **Has left school** – write ‘Left’ or (LS),
- c. **Never been to school** – write ‘Never’ or (NB)

119. In this sense “school” means any educational establishment in which Pre-School, Primary, JSS, Secondary or University **education is given on a full time basis i.e. everyday**. For instance, Children at pre- school, primary, secondary should be shown as ‘At school’ and also those students who are full time study at USP centre, nursing schools or any other boarding schools are included.

120. Those that have ‘left school’ are those who did not complete primary, secondary or tertiary who are both working and not working. Also in this category are those who study part-time in any sort of education e.g. TTI, USP, etc. at the time of the census, Studying like in-service student should also be shown as ‘Left school’.

Question 14: Educational Attainment

121. “What is the highest class, form or university degree this person has completed?”

122. State the **highest level the person has completed**. The very latest qualification is expected as an answer e.g. Form 5 or ‘F5’ for short and so on. If the person has never been to school write ‘None’. On the other hand if a person was expelled or somehow did not complete the form 5 certificate from school during his/her time, write ‘Form 4’ which you may shorten to ‘F4’ and so on.

123. You may shorten attainment by writing ‘**S1**’ for (Standard 1) and so on, **CL1**’ for class 1 and so on, ‘**F4**’ (Form 4) or so for secondary level. For pre-school, state year e.g. ‘**Y1** or ‘**Y2**’, or as the case may be.

124. You must write cert, Dip, Deg, Masters, and /or PhD for higher educational qualification as it will follow on to the next question.

Question 15: “In what area/subject/field?”

125. This is the subject area or field in which the person is qualified in e.g. accounting, science, statistics etc. Otherwise if there are no special field that a person is studying such as these ones, write ‘none’. For example: A form 5 to form 7 leaver with general subjects such as maths, English, geography etc. with no special areas in particular will be regarded as ‘none’.

Questions 16-20 Related to Health

For PERSONS 10 YEARS AND OVER

HEALTH ISSUES (FOR 10 YEARS & OVER) choose one of the following:

| | | |
|---|--|--|
| 16. DO YOU SMOKE? | regular(R), sometimes(S), never(N), no longer(Q) | |
| 17. DO YOU DRINK ALCOHOL? | regular(R), sometimes(S), never(N), no longer(Q) | |
| 18. DO YOU DRINK KAVA / YAQONA? | regular(R), sometimes(S), never(N), no longer(Q) | |
| 19. DO YOU PLAY SPORT? | regular(R), sometimes(S), never(N), no longer(Q) | |
| 20. DO YOU PARTICIPATE IN GROUPS eg. youth(Y), women(W), church(C), village(V), None(N) | | |

126. **This question applies to persons of 10 years and over.**

127. It is best to ask an individual to get a good answer although sometimes it can be obtained by other members in the house. Choose only one of the categories listed, i.e. **R, S, N or Q** for ‘No longer’. **Regular meaning everyday, Sometimes meaning less than everyday, Never meaning not at all in their lifetime and Quit meaning once upon a time but no longer.**

128. The next set of questions, 21 to 25, apply to **ALL PERSONS BORN IN 1990 OR BEFORE or 15 YEARS AND OVER**. Look back at the year of birth you have entered

for each person. For those born in 1990 to 2005 write 'N/A' for question 15 and leave the rest of the column blank.

Question 21: Type of activity

129. "What work did this person do last week?"

130. **By working**, we mean any activity concerned with providing the necessities of life for the person or the person's family or household. The question applies to women as well as men and to both formal employees and subsistence farmers.

131. Anyone who was active last week, in any way, in providing for themselves or for the household should be included. **It does not matter whether they had a job or were paid for what they did.** A person who fished, or cut copra, or replaced thatch on a roof, or dug *babai* pits, or cultivate a vegetable garden worked. So did a person who was in paid employment.

132. For the purpose of the census, every person born in 1990 or before is in one of the following categories;

- a. **Cash Work**
- b. **Village Work**
- c. **No Work** – this is further split as will be shown below.

133. It is your job to place every person in the right category after asking the proper question.

134. **Cash Work:** A person who is employed or work mainly for cash is a cash worker. A person may have been combined cash work with village work. If so, he/she should be reported as a 'Cash Worker'. This refers to 'formal' cash workers, i.e. those working in a government departments or private businesses, including international agencies, and to 'informal' workers and 'casual' workers who work for wages as cash-income and those who work on a particular profession such as ministers, priests of churches.

135. **Village Work:** Many people in Kiribati may be described as doing village work. Such people may perform a variety of tasks in growing or gathering produce or fishing to feed their families. These people are mainly working as subsistence farmers or fishermen and most live in the rural areas (or outer islands). Included are those who sell products for immediate consumption money such as people who sell at the local markets sometimes.

136. **No Work:** This applies only to those people who did nothing last week to provide for themselves or their families or household. If the person did no work, ask for the reason. There are many reasons why a person may have done no work last week and these are listed below. You have to choose the proper category. **Do not write 'No Work' but the reasons as given below.**

- a. **Home Duties:** If a person did no work outside the house and was occupied with purely domestic matters around the house such as cleaning the house, looking after kids, cooking, write 'Home Duties'. (Very often a housewife combines her domestic duties with working outside the house – in the garden, collecting food

from the sea or in paid employment. In such cases you should write 'cash work' or 'village work' as appropriate).

- b. **Too Old:** If a person is too old to join in any of the work of the household, write 'Too Old'.
- c. **Disabled:** If the person is seriously disabled that he/she could do no work of any kind, write 'Disabled'. Included also are people who have been sick for quite a long time.
- d. **Students:** If the person is attending school or a training course, or a university full time, write 'Students'.
- e. **Unemployed:** If the person did no work last week but spent the time looking for cash employment, write 'Unemployed'. **INCLUDING THOSE SEEKING WORK EXPERIENCE.**
- f. **Inactive:** If the person did no work last week and have no intention to seek cash employment, write 'inactive'.

137. **'Mental', 'patient', or prisoner'**, people can also be categorized as these if applicable to them. All of these categories should be for 'institutions' **but can also be used in categorizing household members.**

138. If the person did no work last week but is in none of the categories mentioned above, write a one or two words explanation.

139. A person may not have worked last week because he/she temporarily absent from work by reason of being on holiday or sick or for some other reasons. In such cases ask about the person's normal activity. A teacher on holiday, for example, may not have been teaching last week because the schools were closed and may not have done any work. In such cases, the person should be regarded as having worked and is a teacher.

140. You must ask questions 22 – 26 to all persons who did 'Cash Work'. These questions do not apply to persons who engaged in '**Village Work**' or who did '**no work**' at all except for Question 26 – Seeking Job. For such persons write '**N/A**', a **dash (-)** for questions 22 – 25 or leave them blank.

Question 22: Cash Work status

141. Every cash work must be placed in one of the following categories;

142. **Employer:** An employer is a person who employs others to work for him/her and also works for cash wages. This category applies only to those at the head of a business in sense of owning it. Do not include managers who are themselves employed in the business. An employer may employ one person or more and may be the head of a firm or shop or other businesses. In all cases he pays cash wages.

143.**Employee:** Everyone who receives a cash wage or salary for his/her work is an employee. All civil servants and persons employed by the government in whatever capacity or department are employees. So are all persons who work for an individual, a business, a mission – as long as they receive cash salaries or wages for their labour.

144.**Self Employed:** A person who works on his/her own account is self employed. Such a person does not employ others nor is he/she employed. Self employed people work independently in various trades or businesses. He/she may own a family store, be a builder, a baker, a dressmaker, a commercial fisherman or a motor mechanic working for himself.

Question 23: Cash Work – Occupation

145.If the person is a cash worker, we require an exact description of the kind of work he/she did last week.

146.*Ask “What kind of work did this person do last week or what is the person’s main job.*

147.It is sometimes difficult to get an exact answer. Aim to provide a two or three word description of the person’s job. A vague single word description is not enough. Avoid terms such as ‘foreman’, ‘clerk’, ‘mechanic’, ‘teacher’, ‘operator’. Record exactly what the person did for example, ‘registry clerk’, ‘motor mechanic’, ‘primary teacher’, ‘forklift operator’, sales assistant’, etc.

148.You will find it best to speak to the person concerned whenever possible. Members of the household are often vague as to the occupations of others.

149.If a person had more than one occupation last week, record his main job – the one he or she spends most time at.

150.If the person is engaged temporarily on the census as an enumerator or supervisor, record his or her usual occupation, otherwise record them as census supervisor or enumerator.

Question 24: Job status

151.Ask the person whether is a ‘**full time**’ cash worker or ‘**part time**’ cash worker.

152.A Full time cash worker is one who works more than 6 hours a day and / or has KPF contribution and gets taxed. This is more formal and the person gets the full benefit of being employed.

153.A part time worker is one who worked sometimes or less than 30 hours a week in employment and is often not taxed. These are mainly relieving workers when permanent workers are either on holiday or sick. These include part time bus drivers or part time construction workers.

Question 25: Cash work – employer

154. Two ways of asking this question, use one as appropriate.

155. *“Who does this person work for?”*

156. *“Where does this person work?”*

157. Write the name of the company, firm, organization or mission which employs the person.
For example ‘PUB’, ‘Island Council’, ‘Shipping Corp’ or ‘Atoll Seaweed’, etc.

158. If the person is employed by the Government, write his or her department or ministry.
For example, ‘Govt. Fisheries’, ‘Govt. Education’, ‘Govt. Agriculture’, or ‘Police’ or abbreviations such as MFED, if known.

159. If the person is self employed write the kind of business he or she is engaged in. For example ‘Tiaon Store’, ‘Tiaon Bakery’, ‘Motor repair or Building’.

Question 26: Seeking paid Job

160. Those who are already in ‘cash work’ are also asked this question to seek unsatisfied persons with jobs they have.

161. Ask a person who is doing ‘village work’ or ‘does not do any work’ whether he/she is actively seeking paid job. A paid job can either be a full time or part time basis, and it is usually to earn cash.

162. Those not actively seeking paid jobs or are not interested in getting employed should be excluded even if they have qualifications or job skills. This is intended to provide more accurate figures on unemployment rate in Kiribati.

163. **The next set of questions, 27 to 31 apply to ALL WOMEN BORN IN 1990 OR BEFORE.**

164. An answer is required of all women in this category whether or not they are married; whether or not they are still attending school; and whether or not you think they may have borne children.

165. If the person is male or is a girl born 1991 or after, write ‘N/A’ on line 27 and leave the rest of the column blank. For those who have not borne a child write a ‘0’ in the column for answers.

166. If possible speak to the woman or teenager herself. She will know about the children she has given birth to and will be able to answer the questions more accurately than anyone else.

167. Make it clear that you are concerned with the children she has borne herself **and not with those she may have adopted.**

168. We are concerned with the number of children who has ever been born. If the appropriate number on any line is '0', then write '0'. Do not leave lines blank and do not use any other symbol.

169. Ask, **"Has this woman borne any children?"** If the woman has never borne any children alive, write '0' for boys and '0' for girls on line 27 and leave the rest of column blank. If the woman has born children, ask,

Question 27: "How many children have she ever borne?"

170. Write the number of boys and girls on line 27. If there are no boys or girls write '0' in the appropriate box. **Never leave box blank or put a dash (-) through it.**

171. A child born alive is one who cries after being born. The census is more concerned with children born alive but will include stillbirths.

172. Include all children who have grown up and left home, all children borne by the woman to other men as well as to her present husband, all her children who are living away from home and all children who have died even if they died shortly after birth.

173. Do not include adopted children, step children or any other children who may be staying in the household but were not borne by the woman herself.

Question 28: "How many of the children she has borne alive are still alive?"

174. Write the number of boys and girls whom the woman has born alive and are still alive during the present census. If the answer is 'none' write '0'.

Question 29: "How many of the children she has borne have died?"

175. Write the number of boys and girls whom the woman has borne who have died. If the answer is 'none' write '0' in the appropriate box.

176. Now check that the number of boys and girls you have recorded alive and dead adds up to the total of boys and girls the woman has ever borne. If the totals do not agree, ask further questions to discover the reasons and amend your entries as may be necessary.

Question 30. "How old is your first born child?"

177. Write the age of the first born child. It does not matter whether the first born is alive or has died. The important thing is to gather information on when is the actual year that a woman gives birth to a child.
178. You have recorded details of all the children, the woman has borne alive. You are next required to record particulars of her most recent live birth – that is of the last child she has borne alive, whether or not the child is still alive.

Question 31. "When was the last child born?"

179. Whenever possible record the Day, the Month and the Year.
180. If the day is not known, record the month and the year. You must record the month for all children born in 2004 even if it takes time to establish the month by questioning members of the household i.e. it is important that exact date of children born 2004 be recorded.

- 181. You have now completed particulars of persons in the household. Now check;*
- a. That there is no one else you should have included has been missed.*
 - b. That no line has been left blank if it should have been completed.*
 - c. That, others can read what you have written.*
 - d. That the information you have collected agrees item by item.*
- 182. If you find some omissions, set them right. The record must be completed and accurate before you turn the page and complete the information about the household.*
- 183. When you are satisfied that the particulars of all persons are correctly recorded, turn over the page and complete the household section of the questionnaire.*
- 184. Record the household particulars on the back of the first page relating to the household. If you have used two or more pages for particulars of persons because there were more than 7 persons in the household, draw a diagonal line across the household particulars on the second and subsequent pages.*

HOUSEHOLD QUESTIONS

185. *These questions refer to the household as a whole. We are not concerned with individual ownership of assets or capital items, i.e. we are more concerned of what the home or household have in a collective sense.*

1. Housing and Lands

1 a: “How is the main house constructed?”

186. Here we need to know how the main house is constructed. It can either be;

- a. **Permanent** – iron/aluminum roofing with concrete/masonite walls
- b. **Local** – all housing structure are of local materials
- c. **Combination** – house constructed of local and imported materials.

187. Use ‘**P**’ for Permanent, ‘**L**’ for Local and ‘**C**’ for Combination.

188. By ‘**Main House**’ we mean the biggest house whereby most of the household members usually sleep at night or what the head of the household considers as the main house. Sometimes you can identify how the main house is constructed by just looking at it without asking. If you are not sure, ask the question.

1 b: “Who owns the house?”

189. Choose only one of the categories listed, i.e. ‘**Gov’t**’ or ‘**Council**’ or ‘**Priv**’. Church houses such as used by the pastors or related professions are also houses.

1 c: “Who owns the land on which the main house is built?”

190. Ownership or Right of the land on which the main house is built can be;

- a. **Family Owned (O)** – if either the families of the head of the household or spouse owns the land.
- b. **Government Lease (S)** – if the head/spouse sub-leases the land from government or from the island councils.
- c. **Private Lease (L)** – if the head or spouse leases the land from a private owner, even if the owner is related to them.
- d. **Other** – if the ownership of the land is other than those mentioned above.
- e. **Not Stated (NS)** – if the ownership is not mentioned at all or not known.

191. **DO NOT** enter the name of land owner, just use the above classifications, i.e. O, Govt., Private, etc.

2. Food

192. The interest here is the food crops or trees the household has in its vicinity or somewhere out in the bush. What is important is the access of the household to such food crops or trees i.e. can they access and use them or not. ELSEWHERE is limited within the island i.e. only the food crops or trees who are accessible on the island.

193. Ask about each item and enter 'Yes' or 'No' as appropriate.

3. Livestock

194. We need to know the number of different types of livestock. If a household has no pigs or chickens write '0' in the appropriate box.

195. The types of livestock should be identified as a local-breed, cross-breed, or exhorted.

Household Pets

196. We need to know the number of household pets such as dogs. Write '0' if there is none.

4. Fishing

197. The first section is concerned with the method of fishing. Members of a household may fish by any or none of the methods we are interested in. Enter 'yes' or 'no' on each line as appropriate. Any member could mean one person or more.

5. Capital Goods

198. We are concerned with capital items that are in working conditions. An engine that can not be started because it needs spare parts or is beyond repair is not in working order and therefore should not be included.

Communication and Transport Goods

199. Ask about each item and enter the quantity or the number of such items as appropriate.

6. Source of Lighting

200. Ask about each of these and write yes or no as appropriate

7. Water and Sanitation

201. We need to know from what source, do people get their drinking water.

202. Write 'yes' or 'no' on the appropriate line.

- a. Rain Water tank – is simply rain
- b. Pipe system – refers to water supplied from a reservoir and distributed through pipes e.g. PUB.
- c. Well water is fresh water drawn out of a well. Usually the well is a hole dug in the ground to a certain depth of several feet in order to tap water from the water lens.
- d. Open Well – refers to an open well, one that is not covered. Usually one that is used in the old days or usually accessed by 'te roa'.
- e. Closed Well – refers to a protected well, one which is usually covered e.g. Marakei pump or Tamana pump.
- f. Water from shops – there are bottled water sold in shops or stores.

8. Cash Inflow

203. The census is concerned to discover how money comes into the household. It is not concerned with how much money. The answer required is 'yes' or 'no' as appropriate.

- a. Rent of Land: If there is extra income from land rent or lease.
- b. Rent of Building: If there is extra income from rent of building.
- c. Rent of other equipment: If there is extra income earned from renting other equipment like boat, motorbike, chainsaw, music box, and other household equipment.
- d. Seaman remittance: Those household who had members receive allotments from the overseas crews.
- e. Other remittances: This is in one way or another received remittances from overseas apart from the overseas crews.

9. Environmental Issues

204.a): Does this household dispose rubbish by

205. The interest is a new issue to cover some environment; therefore one is to concern the disposal of rubbish. Answer these appropriately by giving a yes or a no.

206.b): Does this household have seawall?

207. A simple yes or no is required of the people

208. *Check the entries you have made to be sure they are complete and correct. There must be an entry on every line of the household form. If you find mistakes or omissions, ask further questions and correct the record. It must be complete and accurate before you leave the household.*
209. *When you are satisfied that all are in order, complete the summary information for the household on the front cover.*
210. *Finally place the self-adhesive label bearing the household number where it will be seen easily and out of reach of children. Ask the people to look after this until everything is cleared.*
211. *When you have completed a book, sign it in the space provided for enumerator signature. Your signature is your certificate that the information recorded is complete and correct.*

GOOD LUCK TO YOU ALL

ANNEX 1